Lake Forest College

Bulletin 1977–78

Lake Forest College Calendar
1977-78

TERM I***

September 10	New Students Arrive
September 14	Registration for New and Returning Students
September 15	Fall Classes Begin
October 24	Mid-term Grade Report Due
November 24-27	Thanksgiving Recess
December 6	Classes End
December 7	Reading Day
December 7 (evening) - 10	Final Examinations
December 11 - January 2	Christmas Recess
January 3	Winter Classes Begin
January 26	3½ Week (January) Courses End*
January 27	No Classes

TERM II***

January 30	3½ Week (February) Courses Begin
February 21-22	Final Examination for Seven-Week Courses
February 22	3½ Week (February) Courses End**
February 23-28	Winter Recess
March 1	Spring Classes Begin
April 12	Mid-Term Grade Report Due
April 8-16	Spring Recess
May 26	Classes End
May 27	Reading Day
May 29 - June 1	Final Examinations
June 3	Commencement

* If a final examination is given it must be administered on January 26 and the previous day must be used as a reading period.
** If a final examination is given it must be administered on February 22 and the previous day must be used as a reading period.
***See page 125 for billing schedule.

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Lake Forest College

Bulletin for 1977-78

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Drawings by Hugh McMahon, Lake Forest

Lake Forest College — A Resumé

Lake Forest College is a community. It is a collection of people and ideas brought together by choice and circumstance to acquire, investigate and evaluate human knowledge and experience. As a community of learning Lake Forest College is committed to the development of individuals for lives of leadership and service. This commitment has resulted in a distinguished educational opportunity for the students who come to Lake Forest College.

Lake Forest's program draws upon its traditions for its rich liberal arts offerings and its ideal of excellence; upon its location for the vast educational resources of metropolitan Chicago; and upon its planned diversity of students and teachers for its human stimulant. These elements combine at the College in a special way to yield a program which integrates the traditional goals of a liberal arts education with the career concerns of students. The academic programs of the College offer an education which encourages the acquisition of general knowledge and fundamental skills, which is deeply concerned with basic values, and which allows students to direct their studies toward particular careers.

Lake Forest College has chosen to be a small community where personal relationships are possible and often close among faculty and students and where rich opportunities exist for intellectual and emotional development. This community creates an environment where students are challenged to learn, through study and experience, to think accurately, to discriminate among values, and to search freely in the realm of ideas.

Lake Forest enrolls approximately 1,100 students. It is independently governed, co-educational, and accredited at the undergraduate and the masters level.

The College's 107-acre campus is in the community of Lake Forest on Chicago's North Shore.

While the primary goal of the College is to provide undergraduates with an excellent liberal arts education, Lake Forest has traditionally accepted the challenge of serving the needs of the community. The continuing education program and a graduate program in liberal studies serve the educational needs of the North Shore Community.

THE WIDER COMMUNITY

Downtown Lake Forest is within walking distance of the campus; so is the Chicago and North Western Railway which leads south to Chicago. O'Hare Airport is 25 miles southwest of the campus via the Tri-State Tollway; direct

limousine service to Lake Forest is available. U.S. 41 is the express way, Sheridan Road, the scenic way to drive to Chicago and the intellectual, cultural, and educational resources of the nation's third largest city — its business and libraries, its galleries and museums, its sports, recreation, entertainment, and shopping facilities.

The University of Chicago, Northwestern University, the Art Institute, and Barat College are neighboring institutions of higher education. Their libraries, together with the Chicago Public library and the Newberry library, combine with the Lake Forest College libraries to provide the scholarly materials needed by faculty and students pursuing programs of independent study and research.

The Chicago Symphony Orchestra, the Lyric Opera, Ravinia Park, the Goodman Theatre, the Art Institute, and the Museum of Contemporary Art are but a few of the many cultural organizations that make Chicago a national center for music and art. Students have the opportunity through some course work to use Chicago's Museum of Science and Industry, Field Museum of Natural History, Adler Plantarium, Shedd Aquarium, and Argonne National Laboratory.

THE CAMPUS

Deep ravines divide the wooded campus into three areas. North Campus includes Durand Institute, a classroom building, and several residence halls. Middle Campus houses Durand Commons, Donnelley Library, the administration building, Johnson Science Center, College Hall, and most of the classrooms and laboratories. South Campus is primarily residential, though it includes the Sports Center, the indoor ice hockey rink, and now the theater. The campus is populated by a total of fifty-five buildings valued at nearly $15 million.

THE LIBRARIES: The College's library collections and activities are housed in the Donnelley Library, built in 1965, and in the Thomas O. Freeman Memorial (Science) Library, built in 1961. The modern and well-equipped facilities now house some 200,000 volumes of books, periodicals, and government documents. Approximately 600 periodicals and newspapers currently are received; there are 8,000 reels of microfilm, 12,000 other microforms, and thousands of pamphlets, maps, records, and tapes, and collections of old and rare books. The A.D. Johnson Audio-Visual Center (1975) is located in Donnelley Library. The College's holdings are complemented by the Lake Forest (Public) library and by the Barat College library (both within walking distance and having over 140,000 volumes between them). A state-supported inter-library loan network for undergraduates is available, along with other photocopy, reference, and admission arrangements with the many great Chicago libraries.

JOHNSON SCIENCE: The three-building Ernest A. Johnson Memorial Science Center, completed in 1962, houses the Departments of Biology, Chemistry, Physics, and Psychology, and the Freeman Science Library. The Center is equipped with modern laboratory and research facilities, including a special laboratory for research and experimentation in holography, the new science of laser-beam photography.

COMPUTER CENTER: The computer supplements and enriches many courses, including some in the Departments of Mathematics, Physics, Biology, Chemistry, Economics, Politics, Psychology and Sociology and Anthropology. It is used by faculty for research and by students for independent studies.

The College owns a Digital Equipment Corporation PDP 11/40 and operates it as a time-shared system. The capabilities are frequently upgraded. The system currently supports thirteen terminals placed in four different buildings on campus and three disc drives, a card reader, two line printers and magnetic tape drives, available in the Computer Center in College Hall. Access to the computer exists on an almost twenty-four hour basis.

The staff of the Computer Center, which includes students, encourages use of the system through easy access to terminals, offers non-credit mini-courses to orient would-be users and provides consultation services for all: for statistical computations, for document preparation, for program writing, and even for game playing, a favorite leisure activity.

HIXON THEATRE: Completed in 1977, the Hixon Theatre is a unique showcase for performing arts. The facility houses a fully equipped scene shop, costume shop, lighting booth, rehearsal hall, green room, lobbies and offices. The performance hall is designed to adapt to arena, proscenium, thrust and environmental stagings through the use of a modular platform system. A center for campus theatre activity, the Hixon Theatre provides a home for the campus' Garrick Players productions, studio productions, classroom labs, professional productions and workshops.

SPORTS CENTER: The College's Sports Center, opened in 1968, offers a wide range of athletic facilities, including a basketball floor, Olympic size swimming pool, handball and squash courts, gymnastics, weights, and exercise rooms, wrestling room, and locker services for both men and women. An indoor ice hockey arena, four tennis courts, Farwell Field (football), a baseball diamond, soccer field, and practice areas are close by.

HISTORY

Originally chartered as Lind University by the State of Illinois, February 13, 1857, and shortly thereafter named Lake Forest University, the institution in 1876 became one of the first in the nation to open its doors to women.

Eighty-nine years later, in September, 1965, Lake Forest University became Lake Forest College.

The College continues to be related to the Presbyterian Church in the United States of America and is independently governed by an elected Board of Trustees.

ACADEMIC HIGHLIGHTS

A liberal arts school and fully accredited by the North Central Association of Colleges and Secondary Schools, Lake Forest College strives to take advantage of its size in educating students.

Small classes and independent research opportunities allow for maximum exchange of thoughts and ideas between students and faculty. These elements historically have been recognized as superior in teaching the skills necessary to analyze problems logically and communicate effectively. In such an atmosphere of learning, attitudes are challenged and humanistic values developed. The informal yet demanding association that exists between the student and the professor characterizes education at Lake Forest College.

The liberal arts curriculum is enhanced by off-campus study programs in which many students participate. Such options include terms abroad in Greece and Mexico, internships in businesses and governmental agencies, research work at Argonne National Laboratory, a marine biology program in the Florida Keys, Term in America, and the varied cooperative study terms offered by the Associated Colleges of the Midwest of which Lake Forest College is a member. Further, cooperative degree programs have been established with Washington University for engineering students, with Rush University for nursing and medical technology, and the University of Chicago in social work.

The College's curriculum is still further enhanced through the establishment of undergraduate institutes which combine traditional liberal arts courses and a heavy emphasis on internship experiences leading to exploration of specific careers or graduate studies upon graduation. The Robert E. Wood Institute serves students who plan to pursue careers in public and private planning, public safety, social service, and local government. A second Institute in Health Services will accommodate students who wish to prepare themselves for careers in various fields of health care and related industries. Curricular activities in the field of Health Services will begin within the year.

THE FACULTY

Central to the fulfillment of the College's mission is the distinguished Lake Forest faculty. More than eighty-five per cent of the College's full-time teaching faculty hold Ph.D. degrees. They are active as productive scholars, researchers and critics, and many have been recognized as outstanding educators nationally as Phi Beta Kappa, Fulbright and Woodrow Wilson scholars, as

fellows in academic societies and institutions, in publications such as "Who's Who." As scholars they have published many books, numerous articles, and are the recipients of significant awards; as researchers they have earned more than one and a half million dollars in grants since 1966.

More pertinent than these facts is another — Lake Forest faculty members like teaching on the undergraduate level. There is no back-up pool of graduate assistants. There are no arbitrary restrictions that consign freshmen to one set of professors, upperclassmen to another.

Smaller class size is important, too. Student/faculty ratio is approximately 12:1, a happy condition that permits easy informality and flexibility in both content and teaching form. Students participate in a natural way in the give and take of discussion and the interchange of opinion. The opportunity to take part, to be heard, is a valued aspect of the liberal arts at Lake Forest.

All professors also counsel individual students in their curricular programs as faculty advisers. Students, therefore, profit from the teaching skills and personal interest of the faculty, and they also enjoy the benefits of studying under nationally prominent sholars.

THE STUDENTS

The College seeks diversity within its student body, economically, geographically, and ethnically. More than forty states and twenty foreign countries are represented in the student body. The diversity of the College community is more than the geographic and previous educational background of its students. A student at Lake Forest is accepted as an individual, a person with both intellectual and personal talents and needs.

The students participate in a variety of activities. They join the faculty in the governing of the College through participation on committees and representation on the Board of Trustees. Student writers and performers take part in the student FM radio station, student newspaper, literary magazines, yearbook, College Choir and theatre groups. Honorary societies in biology, foreign languages, psychology, chemistry, and physics enjoy active student participation as do other special interest clubs. In athletics, the College provides physical education for interested students and organizes a comprehensive intramural and intercollegiate athletic program complemented by a sizeable sports complex. All have equal opportunity to take advantage of the richness of the College's programs.

The Academic Program

Lake Forest College deliberately and decisively has opened its curriculum to an imaginative concept about what education really means and what it should do.

There are no specific distributional requirements. The College expects that students compile a total of 32 courses for graduation with the B.A. degree and that they meet the special requirements of their majors.

The reasons for this concept are simple. No two individuals have the same educational requirements or ambitions. No two individuals have the same academic strengths or weaknesses. No two individuals have identical capacity, motivation, or preparation. Each needs from a college education something distinctly personal.

Lake Forest's curriculum recognizes another fact, one that educators have known all along: no area of learning is independent. Ideas, societies, technical and creative developments occur side by side in a culture — not one at a time in isolation, not vertically in time, but horizontally, and their interaction is the chief stimulant of education. It prevents ideas from being considered merely as facts. It makes understanding more difficult but immensely more valuable.

This is the curricular philosophy at Lake Forest. The academic environment is for those students who have goals in mind or for those who have just the mind for goals. Students can choose courses that particularly apply to their goals or can choose courses which interest them for some other reason. Students at Lake Forest also have the option to select a traditional program of study,

building majors in one or more of sixteen departmental fields. They can also cross departmental lines, combining courses to give them new skills or to capitalize on those they already have. They can create their own interdepartmental major or select from a number of formal interdisciplinary majors designed by the College and coordinated by individual faculty committees.

CALENDAR

Course work at Lake Forest College is scheduled into a calendar which is either a 3-2-3 or a 3-1-1-3. The format provides two twelve-week periods of three courses each, during the fall and spring. The middle period, during the winter months of January and February, may be used for concentrated study of two subjects consecutively for three-and-a-half weeks each (one January course and one February course), or two subjects concurrently for the full seven-week period. Instead of taking just one subject in February it is also possible to study two areas by registering for two half courses.

This calendar plan offers the student a great deal of scheduling flexibility. A student may be off campus during January, possibly pursuing course work at another college or university, and return to begin a course in February. Frequently, internships are carried out during the middle period, permitting students to devote their full time to the particular internship project, while accumulating up to two course credits. Some off-campus programs, such as Marine Biology or Term in America, have been planned for the January-February period. Besides, an intensive three-and-a-half week course allows for a considerable amount of field work, for there cannot be a time conflict with another course.

It is well to remember that the billing procedure recognizes and supports the flexibility of the 3-2-3 or 3-1-1-3 calendar. Each billing period covers four courses or equivalents, either the September through January period or the February through May block.

ACADEMIC ADVISEMENT

Every student plans a program of study with the assistance of a faculty adviser. Students may select their advisers from among the available members of the teaching faculty, except that prior to arriving on campus, each freshman student is assigned a faculty adviser to serve as the student's individual counselor during the first year. When selecting a major or field of concentration, the student may choose an adviser from among the teaching faculty of the major department or appropriate interdisciplinary committee.

Great importance is attached to the advising system at Lake Forest. While a student's special academic needs and objectives determine the precise course of study in a given term or year, it is the adviser's responsibility to assure that

each individual course plan reflects the ideals of a broad liberal arts education. The richness and diversity of the College's curriculum is the direct result of the faculty's resolve to offer a challenging and sound education.

THE COLLEGE SCHOLAR PROGRAM

The College Scholar Program enables qualified and motivated students to design and pursue an individual degree program, in the junior and senior year, which focuses on a particular topic or theme rather than on a single academic discipline.

In the past, College Scholars at Lake Forest have examined, among other topics, plant physiology, urban studies in the Western and Third Worlds, communication theory, psycholinguistics, the science of film, Etruscan art, religious movements in America.

The College Scholar Program emphasizes self-determination for its students. The responsibility for initiative in the Program lies with the student, beginning with presentation of his or her case for admission to the Program.

In the Spring term applications are invited from students who will be juniors by the end of the Fall term of the following academic year. Admission is determined by the College Scholar Committee on the basis of:

(1.) The student's aptitude for excellent academic performance.

While the student's academic record will be considered the Program is not directed exclusively toward those who have attained high scholastic achievement in their first two years of college work. In order to be admitted to the Program, however, individuals must present a clear case for potential excellent performance.

(2.) The likelihood of the student's maintaining high motivation in a program of self-directed work.

This might be demonstrated by the clarity of the student's present goals, by earlier performance in self-directed activities, or by other means chosen by the student.

(3.) The probability of successful completion of the student's general study plan in the light of the goals and capacities of his or her own scholarship, of the College, and of the Scholar Program.

In discussing a program with faculty, the applicant is encouraged to explore both the resources and limits of the College's departments and facilities. The Program encourages flexibility and innovation, but recognizes that departments must sometimes restrict programs on practical grounds.

The student applying prepares a general study plan, consulting with a faculty member who agrees to serve as the student's college scholar advisor. The

general study plan is a crucial sample of performance for purposes of judging admission to the Program.

In the general study plan a student defines a special field of interest, but this field need not correspond to existing departmental divisions. It is expected that the plan will represent an integrated program of study, not a collection of discrete units, and that it will include a variety of methodologies providing the breadth of a liberal education.

Students admitted to the program and their advisors will then derive from the general study plan a specific plan of study for the first year of participation and a tentative outline for the second. Decisions regarding the method of evaluation and the credit value of courses and projects also will be made at this time. The student is expected to pursue courses and independent study projects which contribute to the achievement of the objectives stated in the general study plan. These may include regular courses and seminars, but presumably a significant portion of a student's time will be devoted to self-directed independent study projects (including laboratory research, directed reading, tutorials, and internship projects).

FRESHMAN STUDIES

Several courses are offered each year which are open only to freshmen to serve their special interests and needs. In a Freshman Seminar a small group of students explore with one or more faculty a basic issue in human nature or culture from various intellectual perspectives. The seminars place special emphasis on group discussion, oral and written presentations by students, and on research techniques and analytical skills. Introductory Studies courses combine the teaching of a particular subject matter of limited scope with the teaching of writing, providing students with an introduction to a topic of intellectual concern and with practice and guidance in essay composition.

Thus students at Lake Forest have the option of combining during their first year traditional beginning courses in various disciplines with non-traditional courses in the liberal arts.

MAJOR STUDY

Toward the close of the freshman year the candidate for the degree of Bachelor of Arts is asked to select a department major or, as an alternative, to choose an interdisciplinary major. The departmental majors offered are:

Art History	German	Politics
Biology	History	Psychology
Chemistry	Mathematics	Sociology and Anthropology
Economics	Music	Spanish
English	Philosophy	
French	Physics	

The interdisciplinary majors are:

- American Studies
- Area Studies
- Behavioral Sciences
- Comparative and World Literature
- Environmental Studies
- Health Services
- Humanistic Inquiry
- International Relations
- Local and Regional Studies
- Scientific Inquiry

In addition to departmental and interdisciplinary majors, the Black Studies program, the Women's Studies sequence, the Pre-management and Business sequence, and the courses in Classical Civilization are available to interested students. These sequences, however, do not lead to a major.

INDEPENDENT STUDY

Independent study and research under the guidance and supervision of members of the faculty offer opportunities for investigating areas beyond the limits of the formalized course. Students may engage in independent study with the appropriate approval and within the competence and time of the faculty. A student may take no more than a total of seven independent courses including internships, fewer in each of the established categories: tutorials, research projects, senior theses, creative projects, or off-campus activities such as internships.

TUTORIALS: A student may take a tutorial course under the supervision of a faculty member during any term after the first term of the feshman year, but no student may take more than four tutorials during his or her career at Lake Forest College, and no more than one per year.

RESEARCH AND SENIOR THESES: A student may undertake a research project under the supervision of a faculty member during the junior or senior years. The student may take one course-equivalent of research per term, with a maximum of four course-equivalents during the junior and senior years. The category of "Research" will include Senior Thesis programs.

CREATIVE PROJECTS: A student may undertake a creative project in the fine arts under the supervision of a faculty member after the first term of the freshman year. No more than four such projects may be credited toward the degree, and no more than one may be undertaken in a given academic year.

PRE-PROFESSIONAL AND CAREER PREPARATION

Lake Forest College recognizes the need to integrate the ideals of a liberal arts education with professional and career preparation. The College advises its students about many career and professional options, including:

BUSINESS: Although there is no undergraduate major in business administration, there is a recommended course sequence designed to offer a basic introduction to the field to those interested in a career in the private sector. (See page 35.) Students have the option on completion of the sequence of having the fact recorded on their transcripts. Although it may well enhance a student's employment possibilities, this concentration should not be regarded specifically as a preparation for entry into a graduate school of business. Most graduate schools of business are interested more in the overall quality of the student's work than in specific courses taken, although prior work in economics, mathematics, computer science, and the behavioral sciences does have particular relevance for most M.B.A. programs. Good communications ability, both written and oral, is also high on the list of priorities of prospective employers and professional schools. Early in the Fall Term a meeting of all students interested in pursuing graduate work in business is held. Individual advising and descriptive business school materials are also available year-round.

EDUCATION: Lake Forest College prepares students for careers in teaching at the primary, elementary, middle school/junior high, and high school levels. Courses leading to Standard Elementary and Secondary Certification in Illinois are offered.

Special emphasis in the Secondary Certification program is being given to the training of effective teachers for middle school/junior high school.

Teacher candidates are encouraged to elect an interdisciplinary concentration in Psychology and Education as well as to meet the general education requirements outlined by the State Certification Board, and to major in an area of teaching specialization. Students particularly interested in urban education may participate in the Urban Teaching program of the Associated Colleges of the Midwest based in Chicago.

Those interested in the field of special education, which requires double certification, may receive either an L.D. or an E.M.H. certificate in addition to the elementary certificate by enrolling in a special cooperative program between Lake Forest College and Barat College. Early planning is essential for this program.

All students interested in teaching as a career have the opportunity to plan individualized programs with the help of their advisors and the head of the Education Department. Students are urged to take advantage of this counseling as early as possible in their college careers.

ENGINEERING: Students who wish to combine a liberal arts education with instruction leading to a degree in engineering may participate in the 3-2 cooperative program between Lake Forest College and Washington University in St. Louis, Missouri. During their three years at Lake Forest College these students will be advised by a member of the faculty in the Physics department and will meet regularly with a representative of Washington University. They will spend the last two years in the program on the Washington University campus. Students successfully completing the program will receive both a B.A. degree from Lake Forest College and a B.S. degree from Washington University.

LAW: The pre-law advising program, through close personal attention and advice, and through regularly scheduled meetings with members of the profession, helps students decide whether a legal career is the best profession for them. The pre-law advisor offers counsel on applying to law schools and on the range of law schools most suitable for each student. There is no specific pre-law pattern of course work at Lake Forest College; the basic four-year course of study is appropriate undergraduate training for future lawyers.

MEDICINE: Counseling for careers in medicine, dentistry, or veterinary medicine is provided by the Chairpersons of those departments in which interested students will usually elect to major — biology, chemistry, or physics. There is no standard pre-medical curriculum at Lake Forest College, and a student intent on preparing for medical school may major in any academic area if he or she carries the necessary science courses to insure adequate preparation for favorable consideration by the schools of the student's choice. Each pattern of study is tailored to the needs of the individual student and the requirements of the individual medical school. Generally, requirements include a minimum of two courses in biology, two courses in physics, and four courses in chemistry. Additional work in these departments and in mathematics, the humanities, and the social and behavioral sciences may be required. A student who plans a career in medicine will be assigned an advisor from the natural sciences faculty.

NURSING: Lake Forest College has recently established a cooperative nursing program with Rush University in the field of nursing. The Medical Center is the central initiating component of a comprehensive cooperative health delivery system serving some 1.5 million people through its own resources and in affiliation with eight community hospitals in northern Illinois. Students entering this program will spend their first two years at Lake Forest College and their last two years on the Rush University Campus. Upon completion of the program they will receive a B.S. degree in nursing from Rush College of Nursing.

MEDICAL TECHNOLOGY: Lake Forest College recently established a cooperative program with Rush University in the field of medical technology. Under this arrangement students spend their first two years at Lake Forest College and their last two years at Rush College of Health Science. Upon successful completion of the four-year program students will receive a B.S. degree in medical technology from Rush College of Health Science.

PUBLIC SERVICE: The Institute of Local and Regional Studies was created to prepare students for coping with the complexities of metropolitan life and more practically for graduate school and professional careers. The Institute program combines the traditional liberal arts courses and a heavy emphasis on internship experiences in a program designed to lead to careers upon graduation as well as to graduate work. Students with a major in local and regional studies may pursue careers in public and private planning, public safety, criminal justice, and local government. The major is also a good background for those wishing to take advanced degrees in law, planning, public administration, social work, community development, and business.

SOCIAL SERVICE ADMINISTRATION: Students who wish to become professionals in the fields of social treatment and social development, one option directed more toward counseling and assistance, and the other more toward community program administration, may be able to participate in a Three-Two cooperative program between Lake Forest College and the University of Chicago. In this program students attend Lake Forest College for three years followed by two years in the School of Social Service and Administration of the University of Chicago. The plan enables successful students to earn a Bachelor of Arts degree from Lake Forest College and a Master's degree from the University of Chicago in a total of five years.

COOPERATION WITH BARAT COLLEGE

Lake Forest College joins with nearby Barat College in offering certain programs jointly, and in coordinating offerings in some academic departments. A student at Lake Forest may, upon the approval of his or her adviser, register for up to four semester hours in a given semester at Barat College, for which full Lake Forest credit will be granted. Such registrations are made at the Office of the Registrar of Lake Forest at the usual time of registration.

Lake Forest students travel to Barat, one mile away, primarily for specialized coursework in education, but also for additional coursework in the creative arts — dance, ceramics, painting — and women's studies. Barat students register at Lake Forest primarily in the sciences — biology, chemistry, physics. A bus shuttle service between the two colleges operates regularly each day.

Barat College also offers lectures and cultural programs to which students of Lake Forest are invited.

OFF-CAMPUS STUDY

Study opportunities in off-campus settings have traditionally enriched the Lake Forest College curricular and extra-curricular options for students. Those who have been able to take advantage of these opportunities invariably found that they give students new perspectives and teach them valuable facts and ideas. Off-campus study may take a student abroad, to other parts of the United States, or no further than to Lake Forest in the case of an internship in the city manager's office of this town.

Internships

A department or interdisciplinary committee arranges off-campus internships for up to four course credits, one, two, or three of which may be taken in one term.

Under the internship program, Lake Forest students work for academic credit in Chicago area businesses, social and governmental agencies and other area institutions during the seven-week Winter term and during the Summer term. In recent years, students worked — and studied — for Housing and Urban Development (HUD), the Better Government Association (BGA), a United States Senator, a Chicago alderman, the cities of Lake Forest and Highland Park, and Lake Forest Hospital. One student wrote for publication on work done with pottery collections at the Field Museum of Natural History in Chicago; another, working for Citizens Action program (CAP) in Chicago, prepared a summary of a tax rebate proposal for the state legislature in Springfield. One student worked with reporters on the staff of the Chicago Tribune investigating corruption in Chicago health systems and to develop a health proposal with a Chicago alderman for the Lakeview area of the city; another developed a disaster plan for the town of Gurnee which was subsequently used in a serious flood.

Internships have been developed primarily under the Departments of Politics and Economics; the Departments of Psychology and Foreign Languages have participated significantly in the program; the Departments of Sociology and Anthropology, Art History, Mathematics, Biology, Chemistry, History, and English also have had internship projects.

Program Leaves

A student who wishes to enroll in another accredited institution in January and/or February may apply for a program leave, as may a student who wishes to enroll during the Fall and Spring terms for one course at another institution while remaining registered at Lake Forest for that term. If approved by the student's adviser, the program will be checked with the Registrar to assure transferability of the work. If the work is satisfactorily completed (i.e. with grade of C or better in each course) and the credits transferred to Lake Forest

College, the student will be reimbursed for the cost of the tuition at the other institution up to the cost of tuition at Lake Forest College for the same period.

LAKE FOREST OFF-CAMPUS PROGRAMS

In the past, the College has conducted foreign language terms abroad, including a term for political science students in Africa. The College continues to develop off-campus programs which will meet the needs of our students. The three programs to be offered during the 1977-78 year reflect this desire. In addition, the off-campus program director makes available to students information about quality non-Lake Forest programs which might be useful in special cases.

FALL TERM IN MEXICO: The Fall term in Mexico is an interdisciplinary program, established in cooperation with the Universidad Autonoma de Guadalajara, Guadalajara, Mexico, to benefit students in Spanish language and literature as well as those in social science programs. One year of college Spanish or the equivalent is required. Students enroll in three courses (at least one in Spanish), or two courses and one independent study. Excursions to artistic centers are an integral part of the program. Students live with Mexican families. Credit: 3 courses. Application Deadline: May 1. Program advisors: Mr. Sosa, Mr. Speros.

MARINE BIOLOGY: The Biology Department, in conjunction with Chicago's Shedd Aquarium, offers a Marine Biology program during the College's winter term. Students in the program spend January on campus in academic preparation for the trip and spend February in the Florida Keys where they make use of the Shedd Aquarium's boat, the "Coral Reef," and the facilities of the University of Miami at Pigeon Key Marine Biology Station. Credit: Two course credits. Application Period: during pre-registration of the preceeding May. Program advisors: Mr. Louch, Mr. Weik.

TERM IN AMERICA: The History Department and Local and Regional Studies conduct a winter program, "Term in America," consisting of seminars and field studies of American communities. Students taking the course will travel to Boston; New York City; Columbia, Maryland; and South Carolina as well as explore Chicago and downstate Illinois. Program advisor: Mr. Ticknor. (Not offered in 1977-78.)

TERM IN ATHENS: Each spring term, the College conducts a twelve-week unified study of the ancient Aegean world from the Minoan to Byzantine periods, with a concern for understanding the artistic and archaeological materials in their historical, cultural and geographical setting. Classes are held at historical and archaeological sites and museums. Study in Athens is

supplemented by about five weeks' group travel and study to (a) Minoan Crete, (b) Mycenaean Argolid, Sparta and Pylos, (c) Classical Delphi, Olympia, Corinth and elsewhere, and (d) Byzantine sites in Salonika, Northern Greece, and Metora. Credit: 3 courses: Classical Civilization 200 and Art 220 (12 semester hours). Application deadline: November 1. Program Advisor: Mr. Cole.

ACM Cooperative Programs

Lake Forest College is a member of the Associated Colleges of the Midwest, a consortium of thirteen distinguished colleges in five states: Beloit, Carleton, Coe, Colorado, Cornell, Grinnell, Knox, Lake Forest, Lawrence, Macalester, Monmouth, Ripon, and St. Olaf. By working together these colleges have expanded greatly the off-campus study opportunities for their students. When participating in some of these programs, usually as juniors, Lake Forest students meet with their counterparts from other ACM colleges. Credit for these programs is provided by Lake Forest College. Applications to any of the ACM programs must first be approved by Lake Forest College.

Membership in the ACM also helps the participating colleges to increase opportunities for on and off-campus research, involving both faculty and students. The ACM maintains an office in Washington, D.C. The staff supplies college administrators and faculty members with valuable information on grants and legislation, works on current trends and strategies with Washington-based educational groups and provides small-college feedback to government officials.

ARGONNE SEMESTER: Advanced students in chemistry, physics and mathematics sample the life of a working scientist as junior members of research teams headed by scientists at the Argonne National Laboratory. While engaged in research, participants also attend seminars in their major fields and an interdisciplinary seminar directed by resident ACM faculty members. Length of program: July-December. Prerequisites: Major in chemistry, biochemistry, mathematics or physics. Credit: 16 semester hours or the equivalent. Application deadline: February 15. Campus Program Advisor: Mr. Davis.

CHINESE STUDIES: The British Crown Colony of Hong Kong provides the setting for the study of Chinese language and culture. Participants enroll in Chinese University's New Asia College for one or two semesters, completing required courses in Mandarin language and Chinese studies, and electives ranging from political ideology to calligraphy. Length of program: August-December; December-April; or both. Prerequisites: Sophomore standing. Credit: 15-18 semester hours, or the equivalent, per semester. Application deadline: March 15. Campus Program Advisor: Ms. Osako.

FLORENCE/ARTS OF LONDON AND FLORENCE: The Florence program, offered in the fall only, is designed to give majors in art, history, modern languages and the humanities an intensive experience in the city's rich artistic and cultural heritage. Renaissance-oriented studies are complemented by courses offering historical context and a broad perspective of Italian contributions to world civilization.

The Arts of London and Florence (spring) provides a broad introduction to the arts for the non-specialist student. The courses offered during the seven weeks in each location concentrate on the historical, cultural and artistic significance of the two cities and are supplemented by considerable exposure — in the form of concerts, museum visits, theatre, excursions — to other facets of the arts. FLORENCE: Length of program: September-December. Prerequisites: Junior standing. Italian language recommended. Credit: 16 semester hours or the equivalent. Application deadline: March 15. ARTS OF LONDON AND FLORENCE: Length of program: February-May. Prerequisites: Sophomore standing or above. Credit: 16 semester hours or the equivalent. Application deadline: October 15. Campus Program Advisor: Mr. LeMahieu.

GEOLOGY IN THE ROCKY MOUNTAINS: The geologic history of the Rocky Mountains near Colorado Springs, Colorado, is traced and analyzed by ACM students and "pre-freshmen" through field trips, laboratory work and discussions. Students spend most of their time in the field either near Colorado College, where the program is based, or in other more distant areas for study of rock formations and collection of specimens. Two courses are offered: Introductory, to familiarize students with varied rock types, geologic structures and landforms; Environmental, an intermediate course dealing with such environmentally-sensitive geologic phenomena as replenishable resources, waste disposal, catastrophic processes. Length of program: June-August. Prerequisites: None for Introductory course; one college-level geology course for Environmental Geology. Credit: 8 semester hours or the equivalent. Application deadline: April 15 for currently enrolled students; June 1 for entering freshmen. Campus Program Advisor: Mr. Martin.

INDIA STUDIES: Through intensive language and area courses at an ACM college followed by on-site study, observation and experience in India, students are introduced to a rich and complex non-Western Civilization. While in India, program participants will be regularly enrolled students in the University of Poona's certificate program in Marathi language and culture. They will be offered courses designed to give historical perspective to various aspects of Indian culture with special reference to Maharashtra, and will complete the independent study projects begun during orientation. Among projects chosen by past students have been: Batik technique and design; Indian women; a history of Parvati temples; a comparison of Hindu, Jain and Buddhist caves as a reflection of daily religious life; Kathak dance; the place of animals in India; Indian design and jewelry; Indian nuclear chemistry. Poona, center of some of

the most interesting political and intellectual activities of present day India, boasts among its population leaders in the fields of art, music, dance, theatre, religion, government, politics and social work. Length of programs: March-December. Prerequisites: none. Credit: Orientation, normal credit for ⅓ year. India, 16 semester hours or the equivalent. Application deadline: November 15. Campus Program Advisor: Mr. Mojekwu.

JAPAN STUDY: After a summer of orientation and language study in Japan, students spend fall and winter terms or a full academic year studying at Waseda University in Tokyo and living with a Japanese family. The formal curriculum at Waseda encompasses courses in Japanese language and electives covering many facets of Japanese history, culture and contemporary social and economic affairs. The family living experience provides informal coverage of these areas and is in many ways the dominant feature of the program, offering total immersion in Japanese culture. Length of program: July-June; eight month option, July-February. Prerequisites: Sophomore standing. Credit: 30 or more semester hours or the equivalent. Application deadline: January 23. Campus Program Advisor: Ms. Osako.

LATIN AMERICAN/COSTA RICAN DEVELOPMENT STUDIES: The fifteen-week Latin American Studies Program (offered in the fall) emphasizes Spanish language and Latin American culture. Courses vary from year to year but remain within the basic areas of Latin American language and literature, drama, ethnography and ecology.

Costa Rican Development Studies (spring) offers interdisciplinary field research in the biological and empirically-oriented social sciences. Students and faculty members work together on research projects related to the land settlement program, problems of tropical food production, the country's political activity and other questions crucial to national development.

San Jose, Costa Rica is home base for both programs. Students live with local families to gain close contact with the Costa Rican people and their culture and to aid the rapid acquisition of language facility. LATIN AMERICAN STUDIES: Length of program: September-December. Prerequisites: Sophomore standing; one recent year of Spanish language. Credit: 16 semester hours or the equivalent. Application deadline: April 1. COSTA RICAN DEVELOPMENT STUDIES: Length of program: January-June. Prerequisite: Sophomore standing; course work in a discipline related to current program research projects; one year of Spanish language. Credit: 16 semester hours or the equivalent. Application deadline: November 15. Campus Program Advisor: Mr. Douglas.

NEWBERRY LIBRARY PROGRAM IN THE HUMANITIES: One of America's great research libraries provides the setting and materials for this

program of individual and cooperative research in the humanities. Students attend seminars, meet with resident scholars, and conduct their own examination of a selected topic or historical period, aided by the privilege of full access to the Newberry Library's million volumes and four million manuscripts. In addition to the semester-length fall program students may enroll in short-term (three weeks) seminars on selected topics during the spring, or may pursue independent study, under the direction of faculty members from their own colleges, for any time period suitable to their needs. Length of program: September-December. Prerequisites: Junior standing. Credit: Fall semester, 14 hours or the equivalent. Short-term Seminars, option of college. Application deadline: April 1 for Fall semester seminar; December 1 for Short-term seminars. Campus Program Advisor: Mr. Whatley.

URBAN EDUCATION: This Chicago program seeks to provide the student teacher illustrations of, and firsthand experience with, the learning problems peculiar to the urban child. Participants observe and student-teach in the metropolitan area's schools: public and private, elementary and secondary, urban and suburban. The program cooperates closely with additional contemporary approaches to learning (Montessori, Gestalt, open-classroom and others); placements for those interested in bi-lingual education, learning disabilities and special education may also be arranged. Students interested in non-teaching service-oriented professions such as counseling, social work or specific therapeutic occupations will find the practical experience of great value. Length of program: September-December; January-May. Prerequisites: College requirements for student teaching. (For applicants not seeking certification, individual arrangements can be made.) Application deadline: April 15 (Fall & Spring); November 1 (for additional openings in Spring). Campus Program Advisor: Ms. Bergmann.

URBAN STUDIES: The social forces which create and distort American cities — urban renewal, a political machine, youth movements, pollution, the daily press, the poor, high culture and mass culture, the corporate elite — are all present in Chicago. Students' awareness of problems of urban life is heightened by seminars on urban issues and a core course which involves all students. Augmenting the formal curriculum are volunteer work assignments in which the students become actors in the institutional life of the city. Length of program: September-December; February-May. Prerequisites: Sophomore standing. Credit: 12 semester hours or the equivalent. Application deadline: April 15 for Fall; November 1 for Spring. Campus Program Advisor: Mr. Ticknor.

WILDERNESS FIELD STATION: The Boundary Waters Canoe Area of northern Minnesota serves as a summer classroom for courses in Botany, Field Invertebrate Zoology, Field Vertebrate Zoology or Environmental Biology (a

course for non-science majors). Students explore the roadless wilderness on foot and by canoe, collecting and classifying specimens and pursuing individual research projects. Length of program: June-July or July-August. Prerequisites: One college biology course or its equivalent (none for Environmental biology). Credit: 4 semester hours or the equivalent. Application deadline: February 20. Campus Program Advisor: Mr. Louch.

Continuing Education for Adults

Lake Forest College takes a special interest in serving the adult community of the North Shore through the Office of Continuing Education. Regular course offerings of the College are open to members of the community for credit or may be audited, and a number are scheduled at afternoon or evening hours which are convenient for adults. Individuals who meet the admission requirements established by the faculty committee on continuing education may work toward a Bachelor of Arts degree in individually tailored programs on a part-time or full-time basis. In addition, the College offers a number of non-credit programs in foreign languages and other subjects of general interest.

Information on adult programs may be obtained from the Office of Continuing Education.

Continuing Education students are invited to make use of the College's newly expanded Writing Center, on the ground floor of Donnelley Library, which offers tutorial help to students who wish to improve their writing.

Graduate Program in Liberal Studies

Lake Forest College is joining a growing number of institutions of higher learning in offering a relatively new kind of program, offering mature students a graduate degree which is interdisciplinary in nature and non-professional in intent. The Master of Liberal Studies Program does not train students for a particular vocation, but fosters the personal intellectual growth that is an asset in any field. The program adheres to the traditional values of broad liberal arts education, but does so at the graduate level. It is an exploration of the liberal arts at a more sophisticated and a more highly integrated level than is possible for undergraduates.

Ten credits will be required for the M/LS degree. The core of the program consists of three team-taught interdisciplinary seminars centering on important topics viewed from the perspectives of several scholarly disciplines. In addition, students consulting with a faculty committee will choose five upper-level undergraduate courses, in accordance with the individual's previous academic background and current needs and interests. Finally each student working closely with his or her faculty advisor, will prepare a master's paper or project and participate in a master's colloquium with other students working on master's

projects. The master's project differs from a traditional master's thesis in that it seeks to integrate materials from several disciplines.

The graduate program in liberal studies at Lake Forest College serves the needs of mature students who are returning to college after an interval of several years. The curriculum is designed for people with a B.S. or B.A. degree who are concerned with their ability to organize conceptually the social, scientific, and humanistic dimensions of the world of the late twentieth century. Some candidates for the program may believe that a technical undergraduate education has not adequately prepared them to meet current challenges in their personal or professional lives. For example, businessmen who are moving into upper management roles may see the need for a broad, liberal arts program to help them deal with some of the larger issues they will face as they represent their corporations to the outside world. Teachers have enrolled in graduate liberal studies programs as an alternative to further graduate work in education or a single academic discipline; they find that the broad concerns of a non-disciplinary master's program more closely meet their needs. A third group of students choose an M/LS program as an alternative to a self-directed program of reading or to participation in a series of unrelated adult education courses. For them the program provides a carefully organized, coherent approach to further learning in association with other adults who share their concerns and interests.

In order to be admitted to the program, candidates must hold a B.A., or B.S. degree from an accredited college or university.

Director of the Graduate Liberal Studies Program: Mr. Zilversmit.

Registration

Each spring students enrolled in the College pre-register for the next academic year. New students have an opportunity to indicate their course preferences during the summer preceding their entrance to the College. Such course choices, including the spring pre-registration plans, are formally completed during designated registration periods in September. All registration forms must be signed by the student's faculty adviser before they can be accepted by the College's Registrar. Additional days are set aside, prior to the winter session and again prior to the spring session, for the purpose of confirming registration plans, or making changes in those plans. A fee of $3.00 is charged for late registration or late changes.

Requirements for Graduation

A total of thirty-two courses is required for graduation. Of these at least eight, but not more than fifteen, must be taken in the student's major field. No student may take more than fifteen courses in any discipline. If a student chooses an interdisciplinary major in place of a departmental major, more than the minimum

of eight may be required, but the upper limit of fifteen still applies with respect to the courses within one discipline. Of the last sixteen courses, at least thirteen must be taken at Lake Forest College, and of these the last three must be completed at Lake Forest College. Exceptions to these rules can be granted only by the Academic Appeals Board.

While no specific distribution of courses is required within the electives outside the major, students are urged to choose their courses carefully, keeping in mind that breadth of background as well as concentration in one field of interest is an essential ingredient of a liberal arts education. Proficiency in mathematics and foreign languages appropriate to the courses elected is necessary. All students are expected to have competence in the use of the English language and to exhibit it in all their oral and written work.

Advanced Placement

Students who have successfully completed Advanced Placement courses and taken the appropriate examinations provided by the College Entrance Examination Board may apply for college credit for this work. Grades of "3", "4" or "5" on the examinations entitle students to credit. Grades of "1" and "2" do not entitle students to credit.

Credit By Examination

If a student feels able to meet the requirements of a regular course without attendance at class meetings, he or she may request permission to pass the course by examination. The student must have the consent of the instructor and the approval of the Dean of the Faculty, and the instructor may make requirements in addition to the examination when these seem appropriate to the subject. Credit earned by examination will not receive a letter grade. Normally, the regular course fee will be charged for credit by examination.

Full Time Student Status and Normal Course Load

A normal course load consists of four courses, or sixteen semester hours, in a billing period. In the fall of each year students register for the normal course load for the entire academic year. Exceptions will be made for seniors who need less than a full course load in their final year to meet graduation requirements.

A full time student is one who is registered for a minimum of three courses, or twelve semester hours, in a billing period.

Course Credits

The normal course load for one year is eight courses; credit in thirty-two courses is required for graduation. While credits are recorded by courses rather

than by semester or quarter hours, each course may be regarded as the equivalent of four semester hours.

Academic Standing

A student will be classified as a sophomore if the student has completed seven courses by the beginning of the second year in college, as a junior if he or she has completed fifteen courses by the beginning of the third year, and as a senior if the student has completed twenty-four courses by the beginning of the fourth year.

The record of every student is reviewed by the faculty at the end of each term, and a student who is not making satisfactory progress toward the degree may be placed on academic probation or be dismissed from the College. A student who fails three courses in a given year or who fails a course while on probation, is subject to dismissal, and may not be readmitted for at least six months. A second academic dismissal makes a student ineligible for readmission.

Course Changes And Course Withdrawals

In order to change from one course to another after Registration a student must file a Change of Registration form. If this is not done failure in the course will be recorded. Except in unusual circumstances and for reasons beyond control, the student may not change from one course to another after the end of the second week of the Fall or Spring term, or after the end of the first week of a seven-week course in the Winter, or after the first three days of a January or February course. Course changes made after classes have begun require not only the signed approval of the student's academic advisor, but also that of the instructor in the course to be added. Course changes after the established deadlines need the written approval of the Dean of the Faculty.

All full-time students are required to carry a full course-load of four courses per billing period. A student is permitted to withdraw from a course, thereby falling below a full load, only under exceptional circumstances, when the academic advisor and the instructor agree and specify on the Course Withdrawal form that withdrawal is both necessary and appropriate. The approval of the Dean of Faculty is required for all course withdrawals. Approved withdrawal from a course within the first seven weeks of a course will result in a grade of W. Approved withdrawal after the first seven weeks will result in a grade of W if the student is passing, and of WF, viz. "Withdrawal Failing", if not. For the Winter Term, the grace period is four weeks for full-term courses, two weeks for January or February courses.

The consequences of withdrawing from a course after registration are serious:

1. The grade of W or WF becomes part of the student's permanent academic record.
2. The student falls behind one course and must therefore take an overload or a summer school course in order to graduate on schedule.
3. There are *no tuition refunds, either full or partial*, for a dropped course. The student therefore forfeits the cost of the dropped course and must pay the full cost of making it up in the future. Normally financial aid cannot be used for making up a failed or dropped course.

Course Auditing

Students who wish to acquaint themselves with a subject without receiving credit may audit courses, with the permission of the instructor. Auditors are not subject to the requirements of the course, but their participation in the course should be serious. Full-time students need pay no audit fee; for part-time students the charge is $150 per course. Examination for course credit will not be permitted in an audited course.

Class Attendance

Because classroom activities are intended to assist students in the learning experience, it is expected that they will attend class sessions whenever possible. There are certain kinds of class sessions in which it is impossible to carry on the work of the class unless the student is present. For this reason each member of the faculty has the prerogative of establishing specific attendance regulations which, in the instructor's opinion, are best suited to the course.

Leaves of Absence

A student who wishes to be on leave of absence may request from the Dean of Student Affairs a leave for a minimum of one-half an academic year and a maximum of one academic year. It may be renewed on application. Academic dismissal will cancel a leave of absence already approved, and a student on leave will be allowed to return without further review of status if at the time of return he or she is in good standing according to the standards then in force. Credit to be transferred must be approved by the student's adviser and by the Registrar.

Any financial deposit or financial aid deadlines which apply to students currently enrolled apply as well to students on leaves of absence.

Withdrawal from the College

A student who finds it necessary to withdraw from the College must confer with the Dean of Student Affairs and file a withdrawal form. Failure in courses

will be recorded for a student who does not withdraw in this manner. Rules governing refunds to students who withdraw are discussed in the section, College Expenses.

Grades

The College employs an A, B, C, D, F grading system. The "A" grade is awarded for work of clearly outstanding quality. The "B" is given for superior but less than outstanding work. The "C" indicates satisfactory work. The "D" is given for work that is marginal but nevertheless passing. Courses in which a student receives a grade of "D" count toward graduation; however, the departments may require a grade of "C" or better in courses prerequisite to more advanced work. A course for which the grade of "D" is received may be repeated for the purpose of improving the grade, but not for additional credit. "F" indicates failure. Repetition of a course will not remove the original grade, but both grades will be recorded.

At Lake Forest, students may choose for each course whether to receive either "credit" only or a grade in the course, if the work is sucessfully completed. The choice must be made no later than the end of the second week of the Fall or Spring term, or after the end of the first week of a seven-week course in the Winter, or after the first three days of a January or February course. Students who fail a course are given a grade of "F" under either choice. An incomplete, "I", is given to a student who is passing but, because of illness or some other reason beyond control, has not completed the work of the course by the end of the term. An incomplete may be given only upon the initiative of the instructor and, except when special permission is granted by the Dean of the Faculty, must be removed within the first week of the new term in fall or winter, and within one calendar week after the close of final examinations in the Spring term.

The conditional grade of "X" permits a student who was passing a course up to the time of a final examination or paper to repeat that work when, in the opinion of the instructor, a failure on the final work was clearly inconsistent with the student's earlier performance. It is given at the discretion of the instructor and must be cleared under the same procedure as apply to the "I". If the work is satisfactorily completed, the "X" is converted to a "D"; otherwise it becomes an "F".

The warning grade of "Y" is given only to freshmen at the time of the midterm grade report when a student is barely passing a course.

Grade reports for failing, barely passing, or incomplete work are made to all freshman students at midterm. Final grade reports are mailed to students at their homes at the close of each term.

The Dean's List

The Dean's List recognizes students who have achieved distinguished

the humanities, given by the late Mrs. Alfred E. Hamil of Lake Forest; The Scotiana Collection, donated by the late R. Douglas Stuart of Lake Forest, of 3,000 volumes of materials for the study of Scottish history, art, literature, music, genealogy, and printing; and the Library of Garrett Leverton, the College's drama director in the 1920's, of nearly 5,000 volumes of plays and material on the development of theater in this country. While the Donnelley collections are "select" and "compact" in keeping with the latest in modern library management, they carefully preserve the varied resources which stimulate the kind of incidental self-education which can only occur in a well-stocked and slightly ideosyncratic library.

THE THOMAS O. FREEMAN SCIENCE LIBRARY, built in 1961, serves the reference and research needs of the departments of Biology, Chemistry, and Physics. Particular emphasis in the Freeman Library collection rests on abstracts, journals, and reference works. This attractive facility located adjacent to the science teaching and laboratory complex provides easy information access for researchers.

Together the libraries encourage independent student and faculty research and study through extensive hours and staff availability. In addition, a variety of orientation efforts aimed at acclimatizing the campus community to both the wealth of resources available and to the techniques necessary to tap this wealth reflect the library staff's commitment to its primary concern, its student and faculty users.

Audio-Visual

For many years the College has been developing a decentralized network of audio-visual equipment and software, a network of resources nurtured by teachers and students in individual departmental programs as a natural adjunct to creative teaching and learning. The results of these long-term efforts are most noticeable in the programs of fine arts and the sciences. The art history curriculum is supported by a library of slides numbering in excess of 30,000. Music listening courses are supported by a collection of more than 2,500 recordings. Each of the sciences has acquired extensive stocks of audio-visual equipment to enhance classroom and laboratory activities. During 1974-75 a comprehensive renovation and restructuring of campus audio-visual resources took place. With assistance from a major state grant, the College has been re-equipped with the latest audio-visual equipment and materials:

1. An Audio-Visual Center has been established in the Donnelley Library as a centralized clearing house for new equipment and materials available to all instructors and students for classroom and class-related use. The latest development in tape cassette capability has been used to restructure the listening facilities for music, foreign language and other areas of study. Listeners may use materials charged to them to work anywhere in the comfortable Donnelley Library. Filmstrip/cassette units permit individual

language and cultural study. More traditional film, slide, and hard copy projectors are on hand for classroom use.

2. Reid and McCormick auditoriums have been re-equipped to provide superior facilities for film viewing and several designated classrooms have been set up for smaller showings.

3. Departmental facilities for music listening and taping have been updated completely.

The redesign of the College's audio-visual program broadens the availability of equipment and materials on campus, modernizes the technology on which instructors can rely, and respects the College's traditional focus on the primacy of the teacher in the instructional process. No separate Audio-Visual Department is engaged in structuring new programs for teaching at Lake Forest. The College continues to depend on its faculty to originate audio-visual applications, to design programs, and to create a total learning environment for each course taught.

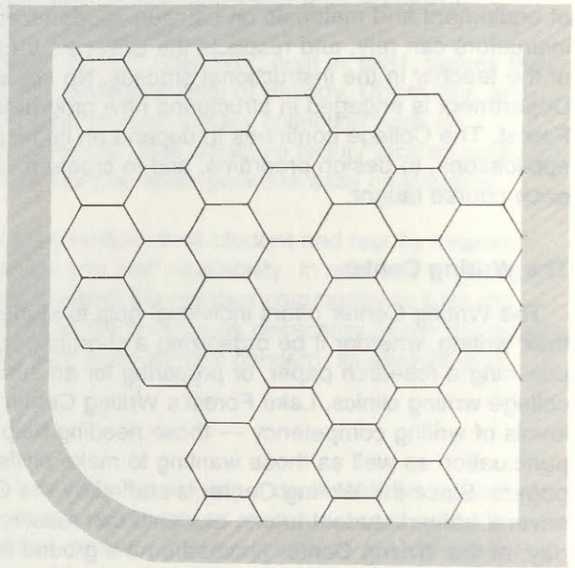
The Writing Center

The Writing Center offers individual help to students who wish to improve their writing, whether it be organizing a short paper, writing a lab report, polishing a research paper, or preparing for an essay exam. Unlike some college writing clinics, Lake Forest's Writing Center works with students on all levels of writing competency — those needing help with grammar and punctuation as well as those wanting to make stylistic improvements in their papers. Since the Writing Center is staffed by the Composition Advisor and several trained student tutors, students can receive help not only during the day, at the Writing Center (located on the ground floor of Donnelley Library), but also in the evenings and on weekends.

Special Interest Courses

One of the following abbreviations, appearing immediately after the course title throughout the catalog, indicates the term of year the course is offered:

F-Fall
S-Spring
W-Winter (7 weeks, January *and* February)
W½-Winter (3½ weeks, January *or* February)



FRESHMAN SEMINARS

In a freshman seminar, a small group of students, led by one or more faculty, explores a broad issue in human nature or culture from various intellectual perspectives. Each seminar has an enrollment of twelve to fifteen students and places special emphasis on student participation in discussion, on oral and written presentations during the seminar, and on the development of research techniques and analytic skills. Participants should have already demonstrated basic competence in writing.

WAR AND PEACE F Mr. Galloway

What are the causes of war? What are the possibilities for world peace? This seminar will seek to answer these questions by focusing on three basic factors in the process of war: the personality of the individual leader (e.g. Hitler, Lyndon Johnson); the character of the belligerent nation; basic human aggression, as perceived by anthropologists and theologians. Readings, illustrations and research projects will be drawn from the social sciences, philosophy, religious thought, literature, art, and film; and guest faculty will visit the seminar where appropriate.

THE OCEANS F Mr. Louch

Covering over 70% of the earth's surface, the oceans constitute perhaps the most important single factor in our terrestrial environment, profoundly affecting climate, communication, food supply, national identities, and the human imagination. In this seminar, with the help of various faculty members from different disciplines, we will study the oceans' past and present role in the earth's ecology and in human culture. Among other things, we will examine them as an environment in themselves, as makers of the world's weather, as a creative stimulus for writers, artists and musicians and as a focus of international conflict and cooperation.

URBAN DEMOCRACY F Mr. Ebner

Widely acknowledged as an anomaly in American constitutional democracy, the governing of America's cities has been fraught with uncertainty, corruption, and turmoil. In his classic study of federalism, James Bryce called it "the conspicuous failure." The seminar will draw upon the disciplines of history, political science, sociology and literature to explore the problematic evolution of urban politics since the colonial era, with close attention to specific case-studies. Seminar meetings will include discussions, lectures by other faculty, and field trips to city council sessions in Chicago, Gary and Waukegan to meet elected officials. Evaluation will be based mainly on a series of essays.

MEETING OF EAST AND WEST F
Ms. Osako, Mr. Van Hoey

What does the culture of the Far East have in common with our own Western Culture? Where do they really differ? How have they influenced and interacted with one another? To explore these questions we will compare and contrast Eastern and Western examples of equivalent cultural phenomena, such as courtship or the life of the industrial worker, in order to see how different natural environments, social structures and belief systems have helped to foster cultural uniqueness. Particular attention will also be given to the mutual impact of Oriental and Occidental cultures during and since the period of western colonization of the Orient. The seminar will encourage individualized student projects.

MIND, MATTER AND THE BRAIN W
Ms. Faber, Mr. Glassman

This seminar will deal with the nature of mind and with the question of whether there is such a thing as mind as distinct from matter. Can mind be understood simply in material, biological terms? While physical scientists feel that their kind of knowledge will turn out to be adequate for understanding the mind, others argue that this sort of knowledge, of the *parts* of an organism, will never lead to a satisfactory understanding of the *whole*. In the course of our readings, discussions, and occasional laboratory work, we will cover some elementary physical and biological science, concentrating on knowledge of electricity and its relevance to the operation of nerve cells. We will also consider mind in light of the theory of evolution and from the religious perspective, and we will give some attention to altered states of consciousness.

INTRODUCTORY STUDIES

Introductory Studies courses are designed to help freshman students improve their writing and research skills. Unlike English 100 (English Composition), they are focused on a topical theme, each course allocating half the time spent in class to lectures and discussions about the theme and the other half to instruction and guidance in writing and research. Along with discussion of essay structure, style, points of grammar, etc., the courses also include special sessions in the library to help students to become familiar with research and bibliographic techniques. Class-size is limited to 15. Students may not take more than one Introductory Studies course per term, and these courses do not count toward the requirements for any major.

CULTURE AND COMMITMENT DURING WORLD WAR II F Mr. Kirby, Mr. Miller

America's involvement in the Second World War brought a rare display of national unity behind a common cause. The cultural and social history of the period provides a rich variety of courses for interdisciplinary exploration, critical discussion, writing and research. The course examines the character of this unity, its effects on literature and music, and the role of the arts in the war effort on the home front and on the battle-field. Students will write several short papers and a research paper.

THE SHORT STORY AS SOCIAL CRITICISM F Mr. Bennett

The short story is a double mirror which reflects both the values of the society which it portrays and the values of the author who acts as a conscience of his age. Through a study in depth of certain key writers like Conrad, Vonnegut, Bellow, James, Hemingway and Oates, stu-

dents will trace major changes in social values over the last century and examine their validity for the future.

TOLERANCE AND INTOLERANCE W
Mrs. McBrien

A pluralist society embodies an ideal of tolerance — the ideal that one does not interfere in the pursuit of the goals and interests of another even though these may be different from one's own. This course will examine the views of various philosophers on the subject of tolerance in order to explore a number of questions. For instance, how far should we feel obliged to tolerate the behavior and views of others? Is tolerance really a workable ideal? Is there a realm of private behavior which is exempt from interference by society? How much can society do to abolish racial and religious intolerance? Students in the course will write a weekly essay, and classes will take the form of discussion — workshops with roughly equal time given to readings and writing.

FIRST PERSON SINGULAR: AUTOBIOGRAPHY, FACT AND FICTION S Ms. Grisham

The impulse to tell one's own story plays a part in the writing of history and of narrative fiction; the ancient and durable narrative genre of autobiography shares common ground with both. Readings for the course include fictional as well as factual memoirs chosen for the richness of the human experience they encompass as well as for their stylistic excellence: works by such writers as Augustine, Montaigne, Franklin, Pepys, Goethe will be the subject of class discussions and critical analysis. To further their understanding and mastery of the writer's craft, students will try their own hand in the genre, progressing from simple exercises to more ambitious projects.

SEQUENCES

Classical Civilization

Many of our highest ideals and deepest convictions were first formulated in ancient Greece and have been passed down through the ages into our contemporary thought, behavior and institutions. Lake Forest College seeks to make this rich heritage accessible to the student, in part through on-campus courses and in part through a specially-designed study term in Greece.

Advisor: Mr. Cole

100 CLASSICAL CIVILIZATION F Mr. Cole

Introduction to the history, culture and literature of the Greeks from the Homeric Age through the Classical Period. Class discussion of primary readings in translation from Greek poets, playwrights, historians and philosophers, from Homer to Aristotle, plus secondary resources focused on the history, geography, archeological sites and monuments of Greece.

110 THE ARCHAEOLOGICAL DISCOVERY OF HOMER'S GREECE W½ Mr. Cole

A review of the major archaeological discoveries of the Aegean Bronze Age cultures, from Schliemann's and Evans' excavations at Troy, Mycenae and Knossos to more recent work at Pylos, Thera/Santorini and other sites which supplement or modifie earlier interpretations. Lectures with slide resources, supplemented by discussion of selected readings.

200 CLASSICAL CIVILIZATION S
Mr. Hansen, Athens Staff

On-site study of the cultures of the Aegean world from Minoan through Byzantine periods as understood through ancient sites and museum artifacts examined within the geographic setting of the Aegean area. Study in Athens supplemented by five weeks' travel for study at sites on Crete, the Peloponnese, central and northern Greece. (Normally two course credits.) Prerequisites: one course in the literature and history of ancient Greece such as Classical Civilization 100 or History 210, and one course in art history.

Classical Civilization 200 and Art 220 comprise the three-course Athens Study Term, offered to Lake Forest College students and students from other campuses.

Black Studies

The sequence in Black Studies is provided by courses in the Departments of History and Politics. These courses are History 240 (History of Africa), History 267 (Making of Black America) and 268 (Black America in Transition), Politics 213 (Introduction to African Politics and Society), Politics 313 (Government and Politics of Sub-Saharan Africa), and Politics 413 (Seminar on Modern Africa).

Advisor: Mr. Douglas

Pre-Management And Business

The interdisciplinary sequence in Pre-Management and Business forms a brief but coherent introduction to the issues and techniques of the business world. The choice of courses, the advisement of interested students, and the general supervision of the program are in the hands of a four-person faculty Advisory Committee. The sequence of courses is as follows. Required: Economics 110 (Principles of Economics); Philosophy 203 (Ethics and the Professions); Psychology 240 (Organizational and Industrial Psychology) or Sociology and Anthropology 210 (Principles of Social Organization). Two out of the following three courses are required: Economics 130 (Accounting I); Economics 230 (Economic Statistics) or Math 150 (Introduction to Probability Theory and Statistical Inference); Math 170 (Introduction to Computer Science). One of the following courses is also required: Economics 340 (Managerial Economics); Politics 320 (Public Administration); History 260 (The American Economy); Economics 131 (Accounting II); Math 272 (Data Processing).

In addition, students pursuing the sequence are recommended, though not required, to take an internship with a company or agency to gain practical experience of some aspect of management or business activity.

Upon completion of the sequence, a student has the option, with the approval of the Advisory Committee, of having this fact recorded on his or her transcript.

Advisor: Mr. Helgens

Women's Studies

An interdisciplinary concentration has been established in Women's Studies (in addition to a student's course major), under the guidance of the Committee on Women's Studies. The program includes a minimum of four of the following: Philosophy 200 (Feminism: Philosophical Issues); Psychology 230 (Psychology of Sex Differences); Sociology and Anthropology 280 (Sociology of Sex Roles), Sociology and Anthropology 360 (Women's Roles in Cross-Cultural Perspective), Art 250 (Women in Art), History 271 (Women in Modern Society: Europe and America); English 207 (Women's Anger: Sylvia Plath and Adrienne Rich).

Additional courses in the curriculum pertaining to Women's Studies include: Economics 112 (Radical Economics); Economics 420 (Labor in the American Economy); Psychology 210, 211 (Development of Personality); Sociology and Anthropology 201 (Race, Ethnicity, Minorities); Biology 130 (General Genetics); History 175 (Social Change in America); Sociology and Anthropology 120 (Kinship and Society).

Upon completion of the sequence, a student has the option, with the approval of the Committee, of having this fact recorded on the transcript.

Advisor: Ms. Riger

Interdisciplinary Majors

INTERDISCIPLINARY COMMITTEES

In lieu of a major in one academic discipline, a student may choose to concentrate in an interdisciplinary field of study. A student who wishes to elect one of these concentrations should confer with the chairperson of the appropriate committee. The interdisciplinary concentrations offered are:

American Studies

Mr. Milne (Chairperson), Mr. Zilversmit, Mr. C. Miller

Students wishing to expand beyond the limits of the traditional disciplines will find in the American Studies program a range wide enough to contain their interests. By providing an inter-disciplinary approach to the study of an entire civilization, the program searches for an understanding of the relations among institutions, ideas, and the artistic imagination within the American experience. The student acquires a firm command of the history, literature, and political institutions of the United States, and chooses, according to his interests, additional studies among the allied fields of anthropology, economics, fine arts, philosophy, religion, and sociology. The aim is not merely to collect course offerings from the various departments; rather, it is to enable the student to synthesize the entire American experience through his own work. Independent study, thus, is an important part of the American Studies program.

The major consists of the following courses: American Studies 210 (Introduction to American Studies); History 365 (American Thought); American Studies 480 (Senior Seminar); a course in American politics; an additional course in American history; a course in American literature; a course in American music or art; and five additional courses selected by the student with the approval of his adviser from a list of courses with an American emphasis. This will include independent studies and a senior thesis where appropriate.

210 INTRODUCTION TO AMERICAN STUDIES: THE AMERICAN 1930's S
Mr. Milne, Mr. Zilversmit

An examination of a critical period in American history from the multi-disciplinary approach of American Studies, using such diverse materials as novels, poetry, biographies, films, and descriptions of social, political, and economic conditions.

480 SENIOR SEMINAR S

Research seminar; readings; oral reports; a major research paper required. (Not offered in 1977-78.)

Area Studies

Mr. Van Hoey (Chairperson), Mr. Mojekwu, Ms. Moodie

This major serves students whose intellectual curiosity or vocational orientation (foreign service, business overseas, teaching, international organizations, governmental or para-governmental institutions concerned with population, nutrition, conservation, health, crime, etc.) would be furthered by the study of regions and countries outside the United States. It also opens for the student rich possiblities for exploring the potentialities of cross-disciplinary social science.

Individually tailored study plans, combining courses and independent study (tutorials and research), can take several forms, but in every case require three major papers. These papers are to be in-depth studies of topics chosen from three of the following fields of emphasis: the arts and literature, the history, the social structure, and the political life of the chosen area.

Present faculty and library resources are particularly favorable for studies on Africa, Latin America, Western Europe (France, Germany, the Netherlands), and faculty guidance is available for interests in Israel, Japan, the Soviet Union and Spain. Students who wish to examine the options which are open to them at present will wish to talk with the chairperson of the committee as a first step toward outlining proper study plans.

Because several faculty members have sustained research experience in Africa, particularly Mr. Van Hoey, Mr. Mojekwu and Mr. Finnegan, emphasis within the Area Studies major is being given to African studies. It is intended for students whose present educational interests or future career goals (including teaching in Afro-American studies) veer toward knowledge of, and relations with, the new nations of the African continent. The program consists of courses which are structured in politics, sociology and anthropology, and history, complemented with tutorials and independent studies — possibly a term abroad in Africa. The proximity of Lake Forest College to the Africana Library at Northwestern University opens almost unlimited resources for the student's work in this field.

Course requirements for African Studies are: History 240 (History of Africa); Politics 313 (Government and Politics of Sub-Saharan Africa); Sociology and Anthropology 120 (Kinship); Sociology and Anthropology 210 (Principles of Social Organization); Politics 413 (Senior Seminar: Modern Africa); plus three electives taken in the departments of History, Politics, Sociology and Anthropology, or sustained work in relevant foreign languages.

Behavioral Sciences

Mr. Glassman (Chairperson), Mr. Finnegan, Mr. Watson

The Behavioral Sciences committee is particularly aware of the fact that most areas of a liberal arts curriculum are concerned in some way with elucidating human behavior. We are available to assist those who wish to undertake a deliberate examination of this broad issue or who wish to study any aspect of it. In addition to the possibility of guiding an official major in behavioral sciences, we want to help those who choose the usual disciplinary majors to find courses relevant to their interests, to contact professors with similar interests, to find relevant material, etc. outside their major discipline. While the committee is particularly interested in developing individualized plans for study, we make the following suggestions for possible interdisciplinary study and invite discussion of specific course sequence and independent study options: Communication and

language, nonverbal communication, human biological and social evolution, ethology and sociobiology, general systems theory, logic and method of social scientific investigation, comparison of humanistic with scientific inquiry, cybernetics and human-machine relationships, social impact of modern technology.

A major in Behavioral Science requires at least 8 courses, the program to be designed in consultation with the committee. One of these must be a course in scientific method, e.g., Psychology 220 or Sociology and Anthropology 310. A course in statistics is recommended, e.g., Mathematics 150 or Psychology 420 or Economics 330. Majors will be asked to hand in for approval a brief progress report and restatement of plans each year.

Comparative and World Literature

Mr. Kling, (Chairperson), Mr. Bennett, Mr. Carlin, Mr. Greenfield, Mr. Sosa

Comparative and World Literature exists as an interdisciplinary major to help broaden students' literary perspective as they explore the relationships among national literatures. A wide variety of studies is possible: the movement of ideas and literary forms from one country to another (the spread of Byronism from England to France and Russia, for example), the parallels between different writers writing in different places at the same time (Dickens, Balzac, and Dostoevsky), the contrasts in literary climates in various nations (the Golden Age of literature in Spain compared to the English Renaissance), the international character of medieval literature and thought.

As prerequisites for the major, students are required to complete Comparative and World Literature 100 (Topics in Comparative Literature) and one foreign language through 210, or the equivalent, with a C or better in each course, by the end of the fall term of the junior year. Of the minimum eight courses in the major itself, three must be taken on the level of 300 or above. Students will also be urged to take at least one literature course numbered above 212 in the foreign language department. Courses not in the major proper or not cross-listed to the major can sometimes be counted toward major credit, contingent on the advisor's approval. Offerings which are not available in the regular course structure can be taken as tutorials or independent studies for purposes of completing the major. Courses in the 200 series will generally be surveys or will deal with literature in translation or major writers; those in the 300 series will generally deal with specific literary movements or periods. Students will be expected to read foreign literatures in whichever of the original languages they command sufficiently.

In addition to the requirements, students are encouraged to learn a second foreign language through at least 210 and to elect appropriate courses in other disciplines. These would include especially courses in American Studies, classical civilization, English, foreign literatures, fine arts and music, history, philosophy, psychology, religion, and sociology and anthropology. For specific recommendations as to courses and programs, students should consult with any member of the Committee.

100 COMPARATIVE AND WORLD LITERATURE COURSES S Mr. Kling

An introductory course exploring the nature and concerns of studies in Comparative and World Literature. The topics included would be the history of ideas, cross-cultural influences, the relationship between literature and other disciplines (notably history, philosophy, psychology, politics, the fine arts), problems in translation and the linguistic approach to literature.

109 MYTH AND LITERATURE W Mr. Whatley

See English 109.

200 MASTERPIECES OF LITERATURE. FS Ms. Cowler, Mr. Whatley

See English 200.

201 FRENCH LITERATURE IN TRANSLATION

Close study of specific writers, movements and periods varying from year to year. Topics have included Rabelais and Montaigne; Port Royal — Jansenism and the Tragic Vision; and The Believer in Modern French Literature. (Not offered in 1977-78.)

202 CONTEMPORARY SPANISH-AMERICAN LITERATURE IN TRANSLATION S

The current trends in Spanish-American literature with emphasis on the "new novel"; Asturias, Borges, Carpentier, Cortazar, Garcia Marquez, Onetti, Rulfo, Vargas Llosa, **et al.** (Not offered in 1977-78.)

203 GERMAN FICTION IN TRANSLATION F Mr. Kling

A historical view of modern German literature from Goethe and Schiller through Grass and Böll as reflected in Germany's most significant literary contribution, the short story and novella.

204 CONTEMPORARY LITERATURE S Mr. Greenfield

See English 204.

206 LITERARY TYPES AND TRADITIONS W Mr. Bennett, Mr. Greenfield

See English 206.

Three different sections of this course will be offered in 1977-78: one dealing with comedy, one with the fairy tale, and one with folklore.

208, 209 CONTINENTAL LITERATURE IN TRANSLATION

See English 208, 209. (Not offered in 1977-78.)

213 INTERDISCIPLINARY STUDIES: THE MODERN IN MODERN LITERATURE S

See English 213. (Not offered in 1977-78.)

220 MAJOR AUTHORS: HEMINGWAY AND CAMUS S Mr. Garneau, Mr. Greenfield

A close comparative study of two major authors from different national traditions. In 1977-78, Hemingway and Camus. A general comparative treatment of the two writers; readings include **The Sun Also Rises, A Farewell to Arms, For Whom the Bell Tolls, The Stranger,** and selected short stories.

230 MAJOR GERMAN WRITERS OF THE 20TH CENTURY: MANN, KAFKA, BRECHT. S

Representative works by three German authors of undisputed international rank: Thomas Mann's **Dr. Faustus** and **Felix Krull**; a novel and shorter prose by Kafka; plays, poetry, and essays on the theatre arts by Brecht. In English. (Not offered in 1977-78.)

280 INTRODUCTION TO CONTEMPORARY AFRICAN POLITICS AND SOCIETY THROUGH LITERATURE. Mr. Mojekwu, Mr. Kling

See Politics 216. (Not offered in 1977-78.)

300 MEDIEVAL STUDIES W Mr. Whatley

See English 300.

308 MODERN DRAMA W Mr. Bennett

See English 308. (Not offered in 1977-78.)

309 MODERN FICTION F Mr. Milne

See English 109.

310 MOVEMENTS AND PERIODS: AVANT-GARDE LITERATURE — SYMBOLISM, DADA, SURREALISM, "NEW OBJECTIVITY", AND THE SURRENDER OF MEANING F Mrs. Grisham

A study of the movements and styles in question of the basis of poetry, plays, and fiction, supplemented by critical and polemical documents spanning the period from Baudelaire to Handke. Consideration of social and historical influences linking literature to the fine and performing arts.

Environmental Studies

Mr. Weik (Chairperson), Mr. Thompson, Mr. Watson

An interdisciplinary concentration in Environmental Studies should include the following courses: Biology 130 (General Genetics); Biology 160 (Environmental Biology); Chemistry 110 (Atoms, Molecules, and Matter); Chemistry 111 (Chemical Equilibrium); Chemistry 112 (Rates, Energy, and Analysis); Economics 110 (Principles of Economics); Mathematics 150 (Introduction to Probability Theory & Statistical Inference) or Economics 230 (Economic Statistics); Mathematics 170 (Introduction to Computer Science); and one course in Politics above the introductory level to be determined in consultation with the Environmental Studies Committee.

In addition to the above nine required courses, the student must take at least four of the following recommended courses, and should select them according to his/her individual interests in

consultation with the E. S. Committee: Biology 232 (Microbiology); Biology 245 (Ornithology); Biology 250 (Vascular Plants); Biology 252 (American Forest); Biology 260, 261 (Marine Biology); Biology 356 (Freshwater Algae); Biology 360 (Special Problems in Ecology); Chemistry 220 (Structure and Function of Organic Molecules); Chemistry 221 (Organic Reactions and Structural Analysis); Chemistry 300 (Biochemistry); Economics 240 (Regional Economics) and Sociology and Anthropology 340 (Demography). Minor adjustments in the program are possible but must be approved in advance by the Environmental Studies Committee.

The Committee recognizes the importance of Mathematics 110 and 111 (calculus) and urges the student to consider enrollment therein, also.

The use of independent studies for topics of special interest to the student also will be encouraged. During the winter term of either the junior or senior year, or during the summer between these two periods, the able student will be encouraged to participate in an internship program (to be arranged by the College) with an appropriate environmental agency.

Humanistic Inquiry

Mr. Grossman (Chairperson), Mr. Hansen, Ms. Hentz

The function of the committee is to guide the student in developing a program in the humanities which bridges different disciplines. For example, a student might wish to plan a program culminating in a study of the art, history, literature and philosophy of a particular period; or the study of a style, such as the baroque, as it appears in art, music, and literature; or the study of an idea, such as gravity or love.

Interested students must submit for committee approval a study plan which defines the student's interests and goals, lists relevant courses and independent study projects and suggests faculty resources. Requirements will be mutually agreed upon by the committee, the student and his principal advisor (who need not be a member of the committee). Ordinarily, application should be made no later than the first term of the junior year.

International Relations

Mr. Galloway (Chairperson), Mr. Baade, Mr. Moodie, Mr. Van Hoey

A student concentrating in International Relations is concerned with the approaches by various disciplines — politics, history, economics, sociology, and psychology — to problems which are global in scope, e.g., war and peace, development and under-development, imperialism and national self-determination.

A student concentrating in International Relations will find his or her preparation excellent background for positions in government, especially in the foreign service and the United States Information Agency. In addition, positions with international institutions, such as the specialized agencies of the United Nations and various international businesses are available. Furthermore, the major is a base for social service positions at the national and international level, e.g., the Peace Corps and church groups. Lastly, several majors each year go on to graduate school in political science, law, or business administration.

A major in International Relations must take a core set of courses which will give him or her a firm basis from which to study advanced areas in depth. The core courses will acquaint the student with concepts such as the balance of power, the development of the nation state system in Europe, non-Western history, basic models of human societies, and basic economic principles. The required core courses are World Politics (Politics 340), Modern European History (History 111), Human Societies (Sociology and Anthropology 110), Principles of Economics (Economics 110), and one history course in a non-Western area.

The completion of a foreign language through the 211 level is also a requirement for graduation.

Students must also take two courses from a specifically comparative perspective so as to become familiar with differences and similarities between different states and societies. The two courses may be selected from Comparative Economic Systems (Economics 111), Comparative Communist Systems (Politics 211), Comparative European Constitutional Systems (Politics 210), Latin American Politics (Politics 214), Introduction to African Politics and Society (Politics 213), and Non-Western Politics (Politics 212).

Upon completion of the core courses and two comparative courses, a student must take four electives which will enable him or her to focus interest on a series of interrelated topics in preparation for the seminar or a senior thesis. These four courses or independent studies or internships are to be chosen in consultation with the Chairperson.

There is a senior seminar (I.R. 480) in which a sequence of interrelated topics will be analyzed jointly by students and professors. The topic for 1978 is "The Multinational Corporation."

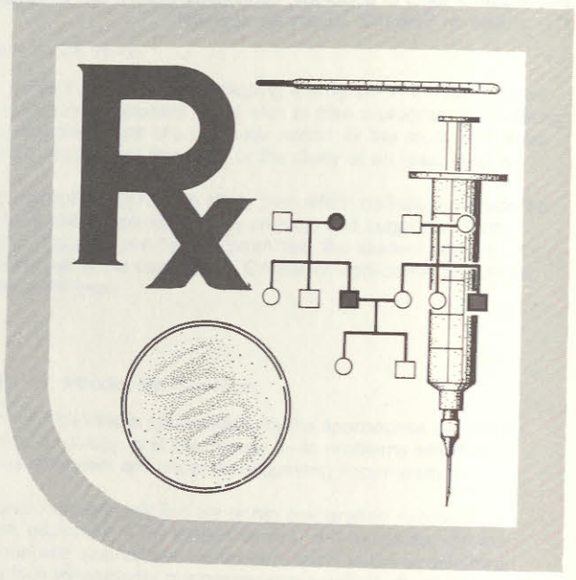
Scientific Inquiry

Mr. Shively (Chairperson), Mr. Martin, Mr. Runge

The use of scientific methods and techniques shall be the basis for an investigation of a topic, whether it be scientific or humanistic. Examples of such kinds of projects might be: To explore the use of laser holography as a new art medium; the use of statistics and computer science to investigate a topic in sociology, economics, history, etc. Projects should be submitted to the Committee on Scientific Inquiry for approval.

Institute Majors

In 1974 Lake Forest College established its first of three planned Institutes, the Robert E. Wood Institute in Local and Regional Studies. Plans are now ready for a second Institute, this one in the area of modern health services. It is expected that this new Institute will be implemented during the 1977-78 academic year. Institutes are interdisciplinary, building on a core of existing liberal arts courses, and they are career oriented, requiring students to complete an internship in appropriate agencies or businesses. Each Institute is headed by a director who works closely with a group of professors who have their appointments in the various departments but who teach courses which are essential to the particular Institute major.



HEALTH SERVICES INSTITUTE*

Complex organizations and health care/delivery systems in our society require skills in management and administration to function effectively. Likewise, work in an ethnically and culturally mixed society demands a more detailed understanding of social facts, problems, and processes than has traditionally been taught in professional programs.

*During 1977-78, a faculty committee will plan the work of the proposed institute and will advise students about the health sciences curriculum.

The realization that effective health care requires more than clinical and laboratory expertise has led to the recent development of new occupations, many of which are "paraprofessional". Students training for these occupations must be schooled in ethics, social awareness, and administrative skills as well as the pertinent areas of science. Thus the Health Services Institute hopes to prepare its students, through courses in the regular curriculum, special Institute courses, internships and field research projects, to acquire not only the broad knowledge and fundamental skills of a liberal arts education, but the qualifications for entry level positions in the public and private sectors of health service or for additional study on the graduate level.

Because of the variety of careers in this field, the Institute has a two-tiered curriculum. The first tier consists of a "core" of required courses which will expose all students in the program to an overview of the health services field and issues, and which also gives the students a liberal body of knowledge in each of the main foci within the Institute: natural sciences, social sciences and humanities, and administrative skills. The second tier consists of a minimum of five additional courses, usually of an advanced level, that will provide a focus for the Health Services major and to prepare students not only for their internship but for possible job opportunities as well.

In order to enter or continue in the institute major, an overall "C" grade average with no more than two grades of "D" in all institute related courses will be required.

Core Courses:

110 INTRODUCTORY SEMINAR-CURRENT ISSUES IN HEALTH CARE W
Mr. Finnegan, Ms. Riger, Mr. Rindskopf, Mr. Runge

The purpose of the interdisciplinary, team-taught seminar is to orient the student toward the social, political, economic, and biological problems of health care and its delivery. Some of the topics to be considered from these perspectives will be: Aging; Death and Dying; Social Class and Health Care; Preventative Medicine and Genetic Counseling; Cross Cultural Attitudes Toward Pain and Illness; Problems of Medical Research; National Health Insurance. The format of instruction will include lecture-discussions, guest lectures, report writing, and visits to outside health agencies.

Chemistry 110 and 111 (General Chemistry)
Biology 101 (Major Concepts in Biology) and
Biology 232 (Microbiology) or
Biology 130 (General Genetics) and
Biology 232 (Microbiology) or
Biology 240 and
Biology 241 or 242 (Vertebrate Biology)

Expository Writing (course or proof)
Philosophy 201 (Medical Ethics)
Economics 110 (Introduction)
Economics 120 (Economics of Health Care)
Psychology 110 (Introduction)
Sociology/Anthropology 110 (Human Societies)
or
Sociology/Anthropology 140 (Social Problems)
Psychology 240 (Organization and Industrial Psychology)
Mathematics 150 or
Economics 230 (Statistics)

395, 396 INTERNSHIP

An important part of each student's experiences will be at least one internship in an extramural, health care related service.

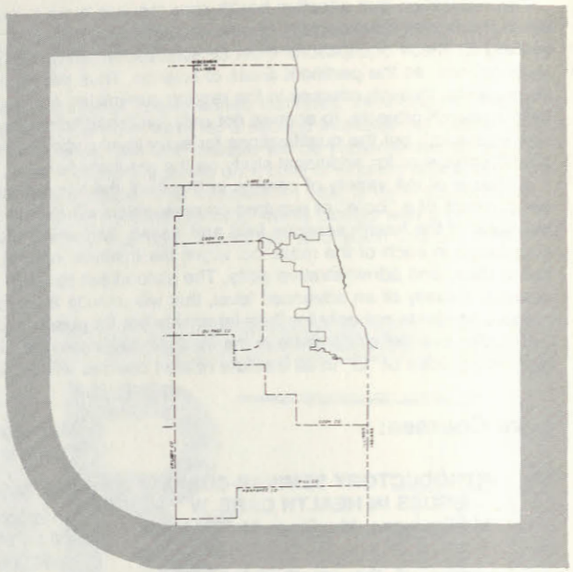
410 SENIOR SEMINAR S

An integration of course theory and field experience through "game simulation" and other problem-solving techniques. Similar in instructional format to the Introductory Seminar. (Not offered in 1977-78.)

Additional Courses:

The student, with Institute approval, will choose five additional courses from a recommended list of courses.

LOCAL AND REGIONAL STUDIES — THE ROBERT E. WOOD INSTITUTE



Associate Professor Fischer (Director); Professor Hale; Assistant Professors Eskilson, Riger; Instructor Ticknor

Through an integrated social science program with heavy emphasis on the acquisition of research tools and practical experience, the Institute of Local and Regional Studies hopes to prepare students to cope with the complexities of metropolitan life and more practically for graduate school and professional careers.

The Local and Regional Social Science Core courses in economics, politics, sociology, and history enable students to explore the multiple facets of metropolitan interaction, economic growth, the institutional political setting, demographic movements, as well as public policy controversies. They are followed by a series of courses stressing the acquisition of research and decision-making tools and their application to metropolitan problem solving. The program culminates in a senior level sequence of independent studies, internship, and senior seminar that provide both an integrating mechanism and a transition to the world of graduate school or professional careers.

Although the institute focuses primarily on the metropolitan area, we do recognize the significant role of the central city and most particularly, Chicago. Our affiliation with the Urban Studies (Chicago Term) of the Associated Colleges of the Midwest (ACM) offers our students an intensive exploration of the complexities of Chicago. In addition, Term in America, gives students the opportunity to compare a number of eastern seaboard cities during the winter term as another comparative urban field experience.

The program of the institute encourages double majors as an aid to developing a strong career specialization. Students who are pursuing majors in Economics, History, Politics, Psychology, and Sociology and Anthropology are encouraged to become double majors to give a metropolitan focus to their program. Those students who are committed to the values and ideas of the humanities and sciences may find in this program a career focus that significantly broadens the scope of their liberal arts experience.

Students interested in pursuing the major should contact the director to plan a program as early as possible and certainly no later than the end of the sophomore year.

110 INTRODUCTION TO LOCAL AND REGIONAL STUDIES W½ (Jan.) Mr. Ticknor

An interdisciplinary survey of the range of problems considered in local and regional studies. The course is taught jointly by the institute faculty under the supervision of the institute director. The curriculum includes a considerable number of field trips in the Chicago area in conjunction with classroom material and guest speakers.

Although the course is not required for institute majors, we strongly recommend it for Freshmen and Sophomores.

GROUP A: SOCIAL SCIENCE CORE

(4 out of 5 courses)

240 REGIONAL ECONOMICS F Mrs. Hale

Application of economic analysis to current problems of urban America, such as housing, transportation, population, pollution, education, discrimination, and segregation. Prerequisite: Economics 110.

263 THE MODERN AMERICAN CITY S Mr. Ticknor

The changing functions, scale and quality of urban life. A framework for viewing modern American metropolitan problems in economic and cultural context. Some field work in the Chicago metropolitan area.

223 LOCAL POLITICS AND ADMINISTRATION F

Problems of political and social organization in central cities. Prerequisite: Politics 120. (Not offered 1977-78.)

OR

323 REGIONAL POLITICAL BEHAVIOR F Mr. Fischer

The focus is the metropolitan area rather than local communities. Topics include metropolitan reform, city-suburban conflict, and certain metropolitan wide policy controversies like racial integration, equitable taxation and regional transportation. Prerequisite: Politics 120.

330 URBANIZATION S

Levels and rates of urban concentration in function of expanding scale of organization of society; relations between techno-economic system, demographic movement and differentiation of local and regional settlement patterns. Definitions of urban problems and models of planning policy. Prerequisite: Sociology and Anthropology 110. (Not offered in 1977-78.)

OR

340 DEMOGRAPHY S Mr. Van Hoey

Population, size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth control. Theories, models, and policies. Prerequisite: Sociology and Anthropology 110.

430 COMMUNITY PSYCHOLOGY S Ms. Riger

The effect of the social and physical environment on the mental health of individuals; the impact of urban and rural settings on people; theories and methods of changing communities; utopian communities. Prerequisite: Senior standing or permission of instructor.

GROUP B: RESEARCH TOOLS

(2 courses)

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S Mr. Bell

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation and regression, chi-square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

OR

320 ECONOMICS STATISTICS S Ms. Eskilson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies.

310 SOCIAL RESEARCH: DESIGN F Ms. Eskilson

Ethical and political considerations regarding social research, logical links between theoretical perspectives, problem selection, and choice

of empirical data; qualitative and quantitative aspects of research; major forms of design; the research proposal. Prerequisite: Sociology and Anthropology 110.

GROUP C: FIELD AND RESEARCH EXPERIENCES

(4 Courses)

Must include at least one internship, the Senior Seminar, and either an independent study, the ACM Chicago Term, Term in America, or another internship.

273 TERM IN AMERICA W½ (Feb.)
Field study of community and sub-groups in America. Travel to Boston, Old Sturbridge, New York, Newark, Columbia New Town, and South Carolina to observe the historical varieties of American communities. Prerequisite: History 272, January. (Not offered 1977-78.)

395-396 INTERNSHIP W Mr. Fischer
Relates theory to practice by placing students in governmental agencies, community interest groups and public and private planning operations. For more details see Lake Forest internship brochure. (2 course equivalent)

ACM URBAN STUDIES 4 credits, F or S
Mr. Ticknor
Wide-ranging experiential exposure to Chicago through seminars, independent study, internships, meeting with community actors, and residence in the city.

480 SENIOR SEMINAR S Mr. Fischer
A faculty supervised research experience developed, if possible, in conjunction with suburban or county governmental agencies.

RECOMMENDED COURSES

Students are encouraged to augment required courses with a variety of optional and related courses at the college. These recommended courses include:

255 INTRODUCTION TO PLANNING S
A survey of planning concepts, historical development of planning in America, theories of planning, planning and organizational decision making, advocate planning and citizen participation, and an introduction to planning tools. (Not offered in 1977-78.)

355 SEMINAR IN ENVIRONMENTAL AND LAND USE PLANNING S
Staff
To provide practical application of environmental and land use concerns and to synthesize those concerns with the demands of an urbanizing society (housing, efficient transportation, etc.). The course will be an opportunity for students to develop some very basic technical skills to apply the more generalized knowledge developed in other portions of the Local and Regional Studies curriculum. Prerequisite: Local and Regional 255 or permission of Local and Regional Studies Director.

ART 222 (Modern Urban Architecture)
(Not offered in 1977-78.)

ECONOMICS 330 (Introduction to Econometrics)

ECONOMICS 420 (Labor in the American Economy)

FRESHMAN SEMINAR (Urban Democracy)

HISTORY 175 (Social Change in America)
(Not offered in 1977-78.)

HISTORY 268 (Black America in Transition)

MATHEMATICS 170 (Introduction to Computer Science)

POLITICS 320 (Public Administration)
(Not offered in 1977-78.)

PSYCHOLOGY 240 (Organizational and Industrial Psychology)

SOCIOLOGY AND ANTHROPOLOGY 201
(Race, Ethnicity, Minorities)

SOCIOLOGY AND ANTHROPOLOGY 240
(Deviance and Crime)

SOCIOLOGY AND ANTHROPOLOGY 290
(Ekistics)
(Not offered in 1977-78.)

SOCIOLOGY AND ANTHROPOLOGY 301
(Social Service and Social Policy)

SOCIOLOGY AND ANTHROPOLOGY 320
(Social Research: Technique)

Departmental Majors

BIOLOGY

Professors *Giere (Chairperson), Louch (Acting Chairperson); Associate Professors Runge, Weik; Assistant Professors Brown, Houck

The undergraduate major in biology is appropriate for the training of the student who wishes to become a professional biologist. Toward that goal the department offers a broad spectrum of courses which will serve as a foundation for the student of botany, microbiology, and zoology in both structural and functional settings. The major is also a desirable preparation of the medical or health scientist, (physician, surgeon, dentist, veterinarian) and the increasing number of careers in the paramedical or physician assistant and nursing fields. Members of the department are happy to advise students interested in the medical or health science field, as well as those who want to enter the Two-Two cooperative nursing program with Rush College of Nursing and Allied Health Sciences in Chicago. Course work in biology should also benefit those whose careers may be interdisciplinary in nature — biochemistry, biophysics, health physics, pharmacology, physical anthropology or psychology. The environmental scientist will very likely require such an interdisciplinary training.

The department maintains two field areas for teaching and research in ecology. A 15-acre site in West Lake Forest is the gift of Mr. James R. Getz. "Carpenter Woods", nine acres of flood plain of the Des Plaines River, is held by the College on long-term lease from the Nature Conservancy. The department also enjoys access to the Illinois Dunes State Park and the numerous forest preserves of Northeastern Illinois.

*Sabbatical Leave of Absence, 1977-78.

The college has a chapter of Beta Beta Beta, the undergraduate honorary society for biology students.

The following courses are open to students who are not contemplating a biology major. There are no prerequisites and admission may be gained with the consent of the instructor: Biology 100, 101, 130, 150, 160, 245, 250, 252.

The minimum major requirements include any eight courses above 101 in the department and also Chemistry 110 and 111. The chemistry sequence may be delayed until the second year. The student interested in graduate or professional school will be encouraged to take additional work in the department as well as in cognate sciences and mathematics. The student is not bound by any formal sequence of courses; however, the following guideline must be honored:

- all courses above 101 may be applied to the major.
- if Marine Biology is taken, both courses must be taken consecutively.
- if Vertebrate Biology is taken, it is strongly recommended that at least two terms be taken; 240 is prerequisite for 241 and/or 242.
- at least one zoology course (240-2, 245, 260-1, 340, 345) must be taken.
- at least one botany course (250, 252, 255, 260-1, 352, 356) must be taken.
- a minimum of three courses numbered 300 and above must be taken.

Able students will be encouraged to undertake an independent study-research project or the presentation of a senior thesis.

A grade of "C" or consent of the instructor is required for all of the stated course prerequisites.

100 PLANTS FOR MAN

Economic and aesthetic roles plants and plant products have played in the development of man's societies. Five lectures and one field trip per week. (For non-biology majors.) (Not offered in 1977-78.)

101 MAJOR CONCEPTS IN BIOLOGY F
Mr. Brown

An examination of some of the major concepts of Biology; how they were developed, how they have contributed to the subsequent development of biology and how they have modified man's view of his world. The laboratory will be designed to demonstrate and elucidate the 'scientific method' and its use in examining biological questions. Four lectures and one three hour laboratory per week. No prerequisites.

130 GENERAL GENETICS F Mr. Runge

A consideration of how genes are inherited in the higher organisms and how they interact to produce the variations necessary for evolutionary development. Lectures will include such topics as Allelism, Sex Determination, Complementary Gene Action, Crossing-Over, and Gene Pools among populations. Three lectures per week, four structured laboratory meetings plus independent work on Drosophila crosses. No prerequisites.

160 ENVIRONMENTAL BIOLOGY S
Mr. Louch

How organisms and groups of organisms interact with their environment. Four lectures and one lab per week. No Prerequisites.

220 ELECTRON MICROSCOPY W

Basic concepts of electron optics as related to the design and use of the transmission electron microscope; techniques and problems of sample preparation; and observation of prepared biological samples. Prerequisite: Three courses in biology and consent of the instructor. (Not offered in 1977-78.)

221 BIOLOGICAL ILLUSTRATION W

Introduction to techniques and media commonly employed in biological illustration; drawing, inking, painting, lettering, photo-micrography, graph and map preparation, etc. Students who elect this course will be expected to furnish some of their supplies. Five five-hour sessions per week. Prerequisite: One course in botany or zoology. (Not offered in 1977-78.)

232 GENERAL MICROBIOLOGY S
Mr. Brown

An introduction to the morphology, physiology, classification, and culture of microorganisms. Three lectures and two laboratory sessions per week. Prerequisite: Chemistry 110, 111.

240, 241, 242 VERTEBRATE BIOLOGY FWS Ms. Houck

The comparative anatomy, embryology, histology, and physiology of vertebrate organisms. Fall: classification, reproduction and early development, musculo-skeletal (locomotion) digestive and respiratory systems. Winter: ner-

vous and endocrine coordinating systems. Spring: Energy metabolism and temperature regulation, osmoregulation and urogenital, and cardiovascular systems. Three lectures and two three-hour laboratory sessions per week. No prerequisite for 240. 240 is prerequisite for 241 and/or 242.

245 ORNITHOLOGY S Mr. Louch

Introduction to the biology of birds. Lab work will emphasize bird recognition in the field while class sessions will cover other aspects of avian biology. Four lectures, one lab per week. Prerequisite: Consent of instructor.

250 VASCULAR PLANTS S Mr. Weik

Taxonomy, morphology, and ecology of the vascular plants, with special emphasis on the spring flora of Northern Illinois. The lab will include frequent field trips to the department's field study areas, forest preserves, and the Illinois Dunes State Park. Three lectures, two labs per week. Prerequisite: Consent of the instructor.

252 AMERICAN FOREST F Mr. Weik

Survey of major forest associations of the United States. The ecology, economic use, and analytical techniques employed in studying forest types. Frequent lab trips to forest preserves of Northeastern Illinois, and the department's field study areas. Three lectures, two labs per week. Prerequisite: Biology 160, or consent of the instructor.

255 EVOLUTIONARY ORIGINS OF PLANTS S

Study of the principles of evolution with emphasis on plant origins. Four lectures per week and independent projects. Prerequisites: Biology 130, one botany course. (Not offered in 1977-78.)

260, 261 MARINE BIOLOGY W Mr. Weik

Biology and ecology of marine organisms. The first part of the course will be spent on campus, the last part will be spent at a marine station in Florida. Courses must be taken consecutively. Prerequisite: Two biology courses and consent of instructor.

280 COLLOQUIUM: INTRODUCTION TO EVOLUTION W Mr. Brown

A study of evolutionary theory, the current geological and molecular evidence for evolution, and current theories regarding human evolution. Colloquium format, with four meetings per week. Prerequisite: one course in biology.

300 BIOCHEMISTRY W
Mr. Brown, Mrs. Klingbeil, Mr. Martin

Offered jointly with the Chemistry Department. Introduction to biochemistry at the cellular level. Emphasizing protein structure, enzyme action, and a survey of biological molecules. Four lectures, one lab per week. Prerequisite: Chemistry 220.

335 CELL PHYSIOLOGY S Mr. Runge

Fundamental processes of plant and animal cells, emphasizing detailed physico chemical analyses of photosynthesis and respiration, protein and fat metabolism, ion transport, and the role of the nucleus and cytoplasm in cytodifferentiation. Three lectures, two labs per week. Prerequisite: Biology 300 or consent of instructor.

338 INTEGRATIVE SYSTEMS IN BIOLOGY S

The elaboration and integration of cells into a living system responsive to the environment. Four lectures and one lab per week. Prerequisite: Biology 130, Chemistry 110, 111, a background in General Biology, or consent of the instructor. (Not offered in 1977-78.)

340 ENTOMOLOGY

A study of insects leading toward an understanding of, and appreciation for, this most numerous and diversified class of animals. Three lectures and two labs per week. Prerequisite: Biology 130, 160; Chemistry 110, 111; or consent of instructor. (Not offered in 1977-78.)

345 SPECIAL TOPICS IN PHYSIOLOGY W Mr. Louch

The physiology of a single organ system or of the response of several organ systems to a single insult to the organism: e.g., physiology of exercise, endocrine control of metabolism, physiology of skeletal muscle. Prerequisite: two terms of Biology 240, 241, 242; one year of chemistry; and consent of the instructor.

352 MORPHOLOGY AND PHYSIOLOGY OF VASCULAR PLANTS F

A discussion of the environmental factors controlling the life of a flowering plant; germination, absorption and transport of minerals, leaf development and abscission hormones, flowering, and seed formation. Three lectures, two labs per week. Prerequisite: One biology course, Chemistry 110, 111. (Not offered in 1977-78.)

356 FRESHWATER ALGAE F Mr. Weik

Investigations into the biology of freshwater algae including the cytology, reproduction, phylogeny, ecology and laboratory maintenance of representative forms. Three lectures, two labs or field trips per week. Prerequisite: Biology 130 and Chemistry 110.

360 SPECIAL PROBLEMS IN ECOLOGY F Mr. Louch

A study of ecological systems. This is a project-oriented course in which students who have had some previous background in ecology may examine particular aspects of environmental biology by means of laboratory, field, and library research. Three lectures and two labs per week. Prerequisites: Biology 130, 160, and Chemistry 110, 111. A background in botany and zoology is desirable.

430 MICROBIAL AND MOLECULAR GENETICS W Mr. Runge

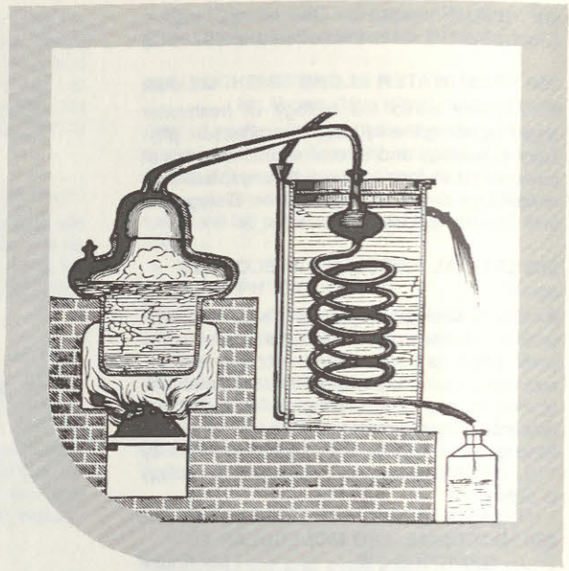
Genetics of bacteria and their viruses, and other microorganisms. Non-Mendelian systems of inheritance, genetic fine structure, transformation and transduction, sex-factors and other plasmids, the biochemical nature of the gene, nucleic acid replication, and the operon concept of genetic control. Four lectures, two labs per week. Prerequisite: Biology 130 plus two other courses in biology and Chemistry 220.

480 SEMINAR Staff

Prerequisite: By invitation.

INDEPENDENT STUDY

Tutorials (directed study programs on a topic of the student's choice) or **Research Projects** are available with the consent of the instructor, as are **Internships** (a supervised work/study project in a nonacademic environment), with the consent of the instructor and the cooperating agency.



CHEMISTRY

Professors Coutts (Chairperson), Martin; Associate Professor †Thompson; Assistant Professor Greig; Instructor Klingbeil

The Chemistry Department at Lake Forest College offers a curriculum designed to meet several goals. One of these is to provide some depth and breadth in understanding the important modern principles and theories in all areas of chemistry; this should equip a student with the experiences necessary to correlate, integrate, and explore both familiar and unfamiliar areas of science and of chemistry in particular. A second goal is to provide our students with an exposure to scientific thought and method and to some practical applications of chemistry in modern society.

To achieve these goals, courses are provided which deal specifically with inorganic, organic, physical, analytical, and biological chemistry. A few courses are also available especially for the non-scientist. Our curriculum provides an appropriate experience for students with a variety of educational and vocational objectives: students who take courses in our department prepare for careers in chemistry with or without subsequent graduate study; in other sciences, such as biology or physics; in medicine, dentistry, nursing, veterinary medicine, and health sciences in general; in less directly related areas, such as business, sales, law, or public service. Some students choose chemistry to be equipped to reason scientifically or simply to gain a broad base in their education. The Chemistry Department is well prepared to meet its objectives in terms of staffing, equipment, and library holdings. The faculty is diverse in areas of expertise, and our instrumentation is modern and unusually complete. Instrumentation includes a mass spectrometer; a nuclear magnetic resonance spectrometer; an atomic absorption spectrometer; five gas chromatographs; several infrared, ultraviolet, and visible spectrophotometers; and a variety of apparatus, such as high efficiency distillation columns, vacuum lines, and hydrogenation equipment. All of this equipment is accessible to students at suitable levels in course work and research. Thus, all students are given opportunities by means of courses, independent studies, individual student-faculty contacts, and broad use of instrumentation to develop appropriate proficiency in chemistry.

†Sabbatical Leave, 1977-78.

The department is on the approved list of The American Chemical Society and has an active chapter of the Student Affiliates of The American Chemical Society which sponsors a variety of activities, including a speaker program throughout the year.

A minimum major in chemistry consists of eight courses, which must include the following seven: 110, 111, 112, 220, 221, 320, 321; the eighth chemistry course must be at or above the 300 level. Courses intended specifically for the non-science major are not applicable toward the major (i.e., 102, 104, 106.) In addition to these requirements, a chemistry major is required to take Mathematics 110 and 111, and Physics 120 and 122. For a student who plans to do graduate study in chemistry, it may be appropriate to take more than the minimum in chemistry, physics, and mathematics, and a reading knowledge of German may be desirable. During both the summer and academic year, our chemistry majors frequently engage in junior and senior level research projects.

***102 ENVIRONMENTAL CHEMISTRY**

Exploration of those aspects of chemistry dealing with interactions between living systems and the rest of the earth, focusing on how chemistry affects natural processes; relevant background from other sciences included. (Not offered in 1977-78.)

***104 CHEMISTRY AND LIFE F**

Provides sufficient background in chemical principles to allow investigation of topical issues such as nuclear energy, organic wastes, everyday drugs, air and water pollutants, desalinization, detergents, pesticides, and food additives. No laboratory. (Not offered in 1977-78.)

***106 ENERGY AND YOU: AN ECOLOGICAL APPROACH W**

This course focuses on two of the fundamental laws of science (first and second laws of thermodynamics) and their application to a variety of practical and philosophical questions and problems pertinent to you and your life style: energy generation and interconversion, accompanying efficiencies, "overpopullution," etc. No laboratory. (Not offered in 1977-78.)

110 INTRODUCTORY CHEMISTRY I: ATOMS, MOLECULES, AND MATTER F

Mr. Coutts, Ms. Klingbeil, Mr. Martin

Stoichiometry; atomic and molecular structure; chemical bonding; properties and theories of gases, liquids, solutions, and solids. Lab involves introductory quantitative techniques and analysis. Four class meetings, one lab per week.

111 INTRODUCTORY CHEMISTRY II: CHEMICAL EQUILIBRIUM W

Mr. Coutts, Mr. Greig

Fundamental equilibrium considerations of ionic and gaseous solutions; application of equilibria to qualitative analysis; coordination compounds. Prerequisite: Chemistry 110. Four class meetings, one lab per week.

112 INTRODUCTORY CHEMISTRY III: RATES, ENERGY, AND ANALYSIS S

Basic concepts of kinetics and energetics of chemical reactions. Electrochemical and spectroscopic methods of analysis and basic methods of separation. Lab includes introductory instrumental methods. Prerequisite: Chemistry 111. Four class meetings, one lab per week.

220 ORGANIC CHEMISTRY I: STRUCTURE AND FUNCTION OF ORGANIC MOLECULES F

Mr. Martin, Ms. Klingbeil

Introduction to functional groups; nomenclature; resonance; inductive and steric effects; aromaticity; stereochemistry; nature of organic reactions; fundamental experimental methods, infrared spectroscopy, and gas chromatography. Prerequisite: Chemistry 111 or consent of instructor. Four class meetings, one lab per week.

221 ORGANIC CHEMISTRY II: ORGANIC REACTIONS AND STRUCTURAL ANALYSIS S Mr. Martin, Ms. Klingbeil

Addition, substitution, and elimination reactions; molecular rearrangements; radical reactions; oxidations and reductions; carbohydrates, proteins, and other polymers; organic synthesis; infrared and nuclear magnetic resonance spectroscopy. Prerequisite: Chemistry 220 or consent of instructor. Four class meetings, one lab per week.

300 BIOCHEMISTRY W

Mr. Martin, Ms. Klingbeil

Offered jointly with the Biology Department. In-

*Note: Chemistry 102, 104 and 106 are independent, non-mathematical courses designed for students with no previous science background.

troduces control concepts of biochemistry at the cellular level. Protein structure of enzymes responsible for biochemical energy transfer processes. Prerequisite: Chemistry 220. Four lectures, one lab per week.

310 INTERMEDIATE ORGANIC CHEMISTRY
W Mr. Martin

Variable content, with topics selected from the following: proteins and other macro-molecules; enzymic reaction mechanisms; photochemistry, radical reactions; organic reaction mechanisms. Project-type experimental work, including spectroscopic methods. Prerequisite: Chemistry 221. Four class meetings, one lab per week. (In alternate years. Offered in 1977-78.)

320 PHYSICAL CHEMISTRY I: CHEMICAL THERMODYNAMICS AND EQUILIBRIUM F
Mr. Coutts, Ms. Faber

Derivation of thermodynamic state variables and their application to the prediction of direction and extent of chemical reactions; homogeneous and heterogeneous equilibria; phase diagrams; introductory statistical thermodynamics. Prerequisite: Chemistry 221 or consent of instructor. Four class meetings, one lab per week.

321 PHYSICAL CHEMISTRY II: CHEMICAL DYNAMICS S Mr. Coutts, Ms. Faber

Kinetic molecular theory; chemical kinetics; solution phenomena; electrode processes. Prerequisite: Chemistry 320 or consent of instructor. Four class meetings, one lab per week.

330 QUANTUM CHEMISTRY AND MOLECULAR STRUCTURE W
Mr. Coutts, Mr. Greig

Introductory quantum mechanics emphasizing nature of chemical bonding; determination of molecular structure through spectroscopic and related techniques. Prerequisite: Chemistry 320 or consent of instructor. Four lectures, one lab per week.

410 INSTRUMENTAL METHODS F
Mr. Greig

Theory and operational techniques of instrumental analyses for structural and analytical applications in all branches of chemistry. Includes spectroscopic, chromatographic, electrochemical, and radio-chemical methods. Prerequisite or corequisite: Chemistry 321 or consent of instructor. Two class meetings, two labs per week.

420 INORGANIC CHEMISTRY S

Concepts in inorganic chemistry, with emphasis on structure and bonding; molecular orbital theory; electron deficient molecules; coordination compounds; descriptive chemistry used to demonstrate applications of principles and periodic relationships. Prerequisite or corequisite: Chemistry 321 or consent of instructor. Four lectures, one lab per week. (Not offered in 1977-78.)

430 ADVANCED ORGANIC CHEMISTRY W
Mr. Martin

Theoretical treatment of familiar topics of organic chemistry; quantitative correlations of reaction rates and equilibria, focusing on effects of substrate structures and media changes on reactivity. Prerequisite: Chemistry 221 and 321. Five class meetings per week. (In alternate years. Not offered in 1977-78.)

ECONOMICS

Professors Hale (Chairperson), Herlihy; Assistant Professors Baade, Helgens,* Howe, Watson; Instructor Vu

The study of economics is concerned with two basic questions faced in any human society; (1) how available resources are to be allocated among productive uses to yield the greatest total product, and (2) how the fruits of the productive processes are to be distributed among members of society. Since no universal form of socio-economic organization exists, economics examines and compares the different ways in which human societies have sought answers to these two questions.

The study of economics at Lake Forest College can begin at either the freshman or sophomore level. The curriculum of the first year includes an introductory course designed for potential majors and those desirous of a single survey course. In addition, at this level the course offerings include a number of problem or issue-oriented courses.

Qualified junior and senior majors are encouraged to engage in independent study projects, both within economics and across disciplinary lines. Also, internships in the Summer and Winter terms are available, involving off-campus experiences related to economics.

Economics majors from Lake Forest College have been admitted to some of the top graduate and professional schools in economics, business administration, law and medicine. Majors contemplating graduate or professional training are urged to consult with their economics department advisors concerning selection of courses.

Students planning to major in economics should complete the two intermediate theory sequences (Economics 210, 310 and 220, 320) by the end of the junior year. The major in economics includes as a minimum, Economics 110, 210, and 220, plus any five other economics courses, three of which must be above 200. Economics 110 is a prerequisite for all other courses in the department except 130 and 131 (neither of which are credited to the major.)

*Leave of Absence, 1977-78.

110 PRINCIPLES OF ECONOMICS FWS Staff

Structure, function, and problems of the American economy, with emphasis on application of economic principles to analysis of current problems.

111 COMPARATIVE ECONOMIC SYSTEMS

Examination and analysis of the role of nonmarket direction of resources in several countries: The Soviet Union, Eastern Europe, Scandinavia, France, and Great Britain. (Not offered in 1977-78.)

112 RADICAL ECONOMICS W Mr. Baade

Critique of orthodox economics and the economic dimension of American society. Topics covered may include racism, imperialism, health, defense spending, zero economic growth, income distribution, migratory workers, pollution, and the economics of women.

113 MONEY AND CAPITAL MARKETS W Mr. Watson

Analysis of the economic functions and operations of money and capital markets in the United States, with emphasis on the legal and economic structure of bank and non-bank financial institutions, and the impact of regulation and public policy on funds flow and interest rates.

114 ECONOMICS OF PUBLIC UTILITIES W Mr. Vu

Examination of an important class of U.S. industries supplying electricity, natural gas, telephone and telegraph services. Review of the legal, regulatory and economic characteristics of utilities; introduction to the theory of regulation; analysis of utility and regulatory commission behavior; a critique of economic regulation.

120, 121 ECONOMICS OF HEALTH CARE W Mr. Herlihy

Analysis of the economic dimensions of health care. 120 (January) involves in-class examination of health care literature; 121 (February) involves field research on health care in Lake County, Illinois. Economics 120 is a prerequisite to Economics 121.

130 ACCOUNTING I WS Mr. Helgens

Fundamental principles and procedures of accounting for business enterprises.

131 ACCOUNTING II

Analysis and interpretation of accounting statements and data for management purposes. Prerequisite: Economics 130. (Offered at Barat.)

210 PRICE THEORY FS Mr. Herlihy

Application of both theoretical and empirical analysis to consumer demand, to the firm both as producer of goods and as buyer of inputs, in both monopoly and competitive markets. Industry case studies are included.

220 MACRO-ECONOMICS FS Mr. Watson, Mr. Helgens

Examination of the major components of national income. Application of macro-economic models to current problems of employment, the price level, and economic growth.

221 BUSINESS CYCLES AND FORECASTING W Mr. Watson

The nature of business cycles and the uses of business indicators, consumer and business expenditure surveys in forecasting economic activity. Students will make their own forecasts by building a GNP expenditure model. Prior knowledge of the computer or statistics is useful but not required. Prerequisite: Economics 220.

230 ECONOMIC STATISTICS F Mr. Watson

Distribution analysis, probability theory, sampling theory, statistical inference, regression and correlation analysis, with emphasis on application of statistical techniques to economic problems and policies.

240 REGIONAL ECONOMICS F Mrs. Hale

Application of economic analysis to current problems of urban America, such as housing, transportation, population, pollution, education, discrimination, and segregation.

250 HISTORY OF ECONOMIC THOUGHT W Mr. Helgens

An introductory survey of the historical evolution of economic concepts, with emphasis on the development of economic theory. Some consideration will be given to the relevance of economic theory to analysis of current economic problems.

310 INDUSTRIAL ORGANIZATION S Ms. Hale

Analysis of market structure and performance of monopolistic, competitive, oligopoly and nonprofit institutions. Prerequisite: Economics 210.

320 MONETARY AND FISCAL POLICY S Mr. Baade

Analysis of theories of economic growth and stabilization in advanced Western economies, utilizing tools of monetary and fiscal policy. Prerequisite: Economics 220.

330 INTRODUCTION TO ECONOMETRICS S Mr. Watson

Use of statistical methods, especially multiple regression, to test hypotheses based on economic theory. Extensive use of computer programs. Prerequisite: Economics 230.

340 MANAGERIAL ECONOMICS W Mr. Vu

The economic modeling of particular firms for the purpose of solving specific management problems, with emphasis on the reasoning process and model construction. Prerequisite: Economics 210.

345 CORPORATION FINANCE F Mr. Vu

Identification of the institutional setting in which the firm operates, and exploration of how the investment, financing and dividend decisions affect the objectives of the firm. Prerequisites: Economics 130 and 230.

410 ANTI-TRUST IN AMERICA F Mrs. Hale

Examination of the problems of market power by studying the leading U.S. Supreme Court cases. Prerequisite: Economics 310.

420 LABOR IN THE AMERICAN ECONOMY S Mr. Herlihy

Economics of the labor market. The labor problems of American industrial society, in the context of labor unions and collective bargaining. Prerequisite: Economics 210, or consent of instructor.

430 INTERNATIONAL ECONOMICS S Mr. Baade

Principles, institutions, and policies of international trade. Prerequisite: Economics 210 and 220, or consent of instructor.

490 INTERNSHIPS IN ECONOMICS W Mrs. Hale

A work-study program which will provide an opportunity to supplement the academic with work experience in business, social, and government agencies, available Winter and Summer terms. Some internships have specific course prerequisites to be completed before the internship begins. Two course credits.

INDEPENDENT STUDY

Tutorials, research projects, senior theses are available forms of independent study, with the consent of the instructor.

EDUCATION

Assistant Professor Bergmann (Chairperson); Professors Hansen (Philosophy); Zilversmit (History); Associate Professor Frankel (Psychology); Lecturers ‡Loory, ‡Singer

Students interested in pursuing a career in teaching may obtain certification through the Education Department at Lake Forest College. The general education of every teacher certification candidate must include a strong liberal arts background in English, science, mathematics, social and behavioral sciences, and the humanities.

Teacher candidates interested in early childhood, special, or elementary education are encouraged to elect an interdisciplinary concentration in psychology and education as well as to meet the general education requirements outlined by the State Certification Board.

Students especially interested in the Middle School/Junior High or High School age group are encouraged to elect courses in psychology and education suitable to their age-level interests as well as to fulfill general education requirements and to major in the academic area in which they plan to teach. Those who are particularly interested in urban education may participate in the ACM Urban Education Program in Chicago.

The Department has developed a program that focuses on teaching in the Middle School (Grades 5-8). There is an expressed need for teachers who are especially prepared to work with students between the ages of 10 and 14. Students who complete the Lake Forest Middle School Program will receive endorsement on their transcript and a special letter of recognition in their placement file. In addition to the Middle School Program, students prepare to teach in either the elementary (K-9) or the secondary (6-12) school.

*Certification in special education is available through a new program between Lake Forest College and Barat College. Early (sophomore year) planning is mandatory for this program.

Those students who wish to complete State Certification at any teaching level must complete the requirements for admission to the certification program.

*Pending State Approval.
‡Part-time Teaching, 1977-78.

Most students will complete a minimum of 150 clock hours of classroom experience with children prior to their associate teaching. Many of these hours are accumulated during regular education classes. A variety of internships are also available.

Students who wish to explore the educational process of today, but do not intend to teach may elect to take education courses without applying for the certification program.

Admission Procedures for the Illinois State Teacher Certification Program at Lake Forest College.

1. The candidate must pass Education 210 or Psychology 210 with a grade of C or better.
2. The candidate must have a personal interview with two members of the Education Ad Hoc Committee and the Department Chairperson.
3. The candidate must maintain a grade point average of C or better in all courses.
4. Candidates must complete a one-page written summary of why they are seeking certification.

Students who do not fulfill all of the above requirements may be asked to do one or more of the following:

1. Internship at a chosen grade level.
2. Another education course.
3. Review by the Ad Hoc Committee.

Guidelines for Illinois State Certification are given here for your information, but students are reminded that specific program planning is done individually in cooperation with the chairperson of the Education Department.

State of Illinois — Standard Elementary Certificate (K-9)
(Recognized and Approved 12/30/68)

A. General Education	
1. Language Arts (English, Composition, Speech and/or Drama)	3 courses
2. Science (½ course; Methods — Barat College)	2½ courses
3. Social Science (including one course in American History or American Government)	2 courses
4. Humanities (including minimum of ½ course Music, ½ course Art)	1½-2 courses
5. Mathematics (220-221 — Barat College)	1½-2 courses
6. Electives in any of the above fields and/or psychology (except Educational Psychology)	8 courses
B. Professional Education	
1. Practicum: Observing the Schooling Process	1 course (Ed. 210)
2. Philosophies of Education, or	1 course (Ed. 220)
3. Education in American Society and Thought	1 course (Ed. 270)
4. Psychology Applied to Education	1 course (Ed. 310)
5. Art Education (applied to 4 above)	½ course (Ed. 312)
6. Theories and Methods of Language Learning (K-6 — Barat College)	1 course (Ed. 313)
7. Health Education	1 course (Ed. 314)
8. Teaching Elementary Grades (K-5): Methods and Materials	½ course (Ed. 417)
9. Associate Teaching: Elementary Grades	2 courses (Ed. 418)

State of Illinois — Standard Secondary Certificate (6-12)
(Recognized and approved 12/30/68)

A. General Education	
1. Language Arts (English, Composition, Educational Inquiry, Speech and/or Drama)	2 courses
2. Science and/or Mathematics	1½-2 courses
3. Social Science (including American History and/or American Government)	1½-2 courses
4. Humanities	1½-2 courses

5. Electives in any of the above fields including psychology (except Educational Psychology) — 2 or 3 courses
6. Academic Major — 8 courses

B. Professional Education
1. Practicum: Observing the Schooling Process — 1 course (Ed. 210)
2. Philosophies of Education, or, — 1 course (Ed. 220)
3. Education in American Society and Thought — 1 course (Ed. 270)
4. Psychology Applied to Education — 1 course (Ed. 310)
5. Health Education — 1 course (Ed. 314)
6. Curriculum Design and Instructional Methods for Middle School/Jr. High and High School Teachers — 1 course (Ed. 419)
7. Associate Teaching: Middle School/Jr. High and High School — 2 courses (Ed. 420)
*8. Reading in the Content Areas — 1 course (Ed. 313)
9. Electives — 2 courses

The Middle School Teacher Preparation at Lake Forest is a combination of courses required for State of Illinois Elementary or Secondary Certification and additional courses which focus specifically on the 10-14 year old in grades 5-8.

The Middle School Teacher Preparation curriculum includes the following required courses:
1. Guidance Skills for Classroom Teachers — 1 course (Ed. 330)
2. Special Topics in Teaching Grades 5-8 — 1 course (Ed. 317)
**3. Reading in the Content Areas — 1 course (Ed. 313)
**4. Curriculum Design and Instructional Methods for Middle School and High School Teachers — 1 course (Ed. 419)
**5. Associate Teaching: Grades 5-8 — 2 courses (Ed. 420)

The following electives are available:
1. Internship in Middle School Teaching — 1-4 courses
2. Dynamic Physical Education for elementary and middle school teachers — 1 course (Ed. 211)
(Does not count toward graduation, but receives transcript endorsement as part of MS program.)

*Required by Education Department — Soon to be required by the State.
**These courses are also required for the State Secondary Teaching Certificate.

210 PRACTICUM: OBSERVING THE SCHOOLING PROCESS F
Ms. Bergmann

An introduction to the process of teaching from pre-school to Adult Education. Participants observe and discuss fifteen different types and levels of schools.

***211 METHODS OF TEACHING ELEMENTARY/MIDDLE SCHOOL PHYSICAL EDUCATION W** Ms. Smith

Includes movement education, physical education in contemporary education, curriculum organization and methods of teaching physical activities in grades K-9. Prerequisite: Education 210 or Psychology 210.

220 PHILOSOPHIES OF EDUCATION S

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed as Philosophy 220.) (Not offered in 1977-78.)

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT W Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century. (Also listed as History 270.)

310 PSYCHOLOGY APPLIED TO EDUCATION W Ms. Frankel

Principles of psychology as applied to the teaching-learning situation. Emphasis is on teaching as applied psychology and the socio-emotional contexts of education. Juniors and Seniors.

311 ADVANCED FIELD WORK AND RESEARCH FWS Ms. Bergmann

Students who have completed 210 and 310 and who wish to have additional experience of a different nature in school settings may apply for independent study in schools. Research on some special aspect of schooling is required. Variable course credit.

****312 ART EDUCATION F½** Ms. Singer

The media and methods of teaching elementary school art. Required only for elementary certification and applicable under State General Education Requirements, Art. One half course.

313 READING IN THE CONTENT AREAS F
Ms. Loory

Multiple approaches to the teaching of reading, characteristics of basic language learning, and the application of learning theories and models to the teaching of language and reading in the content areas.

314 HEALTH EDUCATION F Ms. Bergmann

Emphasis on normal physical, emotional, and moral growth and development from early childhood through adolescence. Methods of teaching about sex, drugs, alcohol and general health-related issues are covered. Required for both elementary and secondary certification candidates. Intended primarily for juniors and seniors who plan to complete certification.

317 SPECIAL TOPICS IN TEACHING GRADES 5-8 (MIDDLE SCHOOL/JUNIOR HIGH SCHOOL) S
Ms. Bergmann

Emphasizes the importance of developing special skills, competencies, and understandings for teaching middle school/junior high students. The history, philosophy, and current practices of the middle school are explored through action research. A current topic of interest and importance is explored by participating in an on-going program at a middle school. The major topic for 1977-78 is outdoor education.

330 GUIDANCE SKILLS FOR CLASSROOM TEACHERS W Ms. Bergmann

A learning experience in the development of practical skills such as values clarification, group and individual counseling techniques, affective listening, and teaching about death and dying. The focus is on affective education and fostering human relations in the classroom. (Required for middle school program.)

340 BEHAVIOR DISORDERS AND LEARNING DISABILITIES IN CHILDREN S Ms. Frankel

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Also listed as Psychology 340.

415 SPECIAL STUDIES IN EDUCATION FWS Ms. Bergmann

Advanced research in the process of schooling and teaching. May be an independent project or an advanced internship. Juniors and Seniors.

****417 TEACHING ELEMENTARY GRADES (K-5): METHODS AND MATERIALS W** Staff

Taken prior to associate teaching. Stresses practical applications to classroom teaching using observation, facilities, and materials in cooperating schools. One-half course.

418 ASSOCIATE TEACHING ELEMENTARY GRADES FS Ms. Bergmann

Full day supervised teaching ten+ weeks in cooperating school. Double course credit.

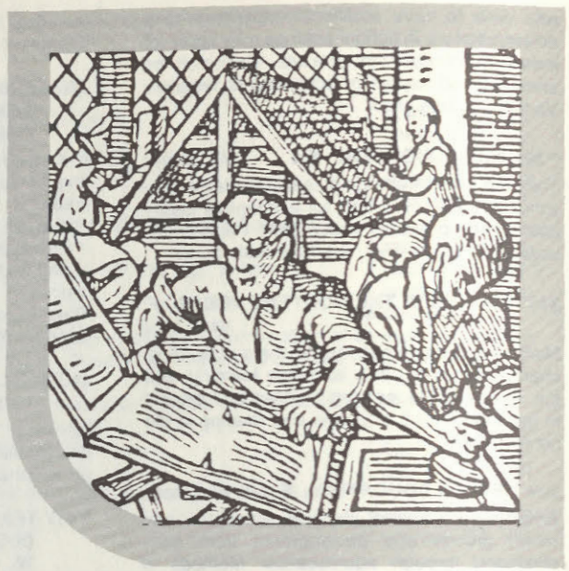
419 CURRICULUM DESIGN AND INSTRUCTIONAL METHODS FOR MIDDLE SCHOOL/JUNIOR HIGH AND HIGH SCHOOL TEACHERS W
Ms. Bergmann

Stresses the practical use of educational theory in the classroom by focusing on the "how to" teach, design lessons, evaluate, discipline, and counsel. Also explores the American high school and middle school today. Prerequisites: Education 210, 220, 310, 314. One full course.

420 ASSOCIATE TEACHING: MIDDLE SCHOOL/JUNIOR HIGH/HIGH SCHOOL FS Mr. Bergmann

Full day supervised teaching ten+ weeks in cooperating school. Double course credit.

**This course required for certification does not carry graduation credit, but will be given recorded credit on the student's academic record and may be taken in addition to the regular course load.
***This course does not carry graduation credit, but will be recorded on the student's academic record and may be taken in addition to the regular course load.



ENGLISH

Professors Cowler (Chairperson), Milne; Associate Professors Bennett, Greenfield, ††Hentz; Assistant Professors Guenther, Maland, Swander, ‡Whatley

English, as taught at Lake Forest College, is both a training in technique and a study of material. As a technique, English is concerned with clarity, correctness, and grace of expression, as well as with precision of thought and logic of statement. The material studied in English courses is broadly called literature: the thoughts, emotions and activities of real or imaginary people presented memorably in words.

A college major in English, in addition to comprising studies which are liberal and humane and thus appropriately "educative" ends in themselves, provides useful general preparation for employment in a variety of vocations and professions. In addition to career opportunities for English majors in fields traditionally associated with the study of English, such as teaching, professional writing, editing and publishing, employers are increasingly offering opportunities in business and elsewhere (e.g., the field of law) to young people who have had the advantages of a broad liberal education.

Within the department a student may major either in the traditional literature program or in writing, focusing there either on creative or expository writing. The requirements for the literature major include the introductory course 104 (prerequisite for all advanced courses but not counted toward the major); the background courses, 200 and 201; two period courses, one before 1700 (300, 301, 302, 303, 400), and one after 1700 (304, 305, 306, 307); and the integrating course, 484. For the student who chooses to become an English major with an emphasis on writing, the requirements include also the introductory course 104 (prerequisite for all advanced courses but not counted toward the major) and a senior project. In addition, the student will take a sequence of three writing courses (for imaginary writers 200 or 221, 320, and 420; for expository writers 321, an internship or some practical experience [still in planning stage], and 420), and five literature courses: 201, 211 or

††Sabbatical Leave of Absence, February and Spring Term, 1978.
‡Part-time Teaching, 1977-78.

212, one from 308, 309 or 310, and two electives. Once a student has declared a major, he or she will, in consultation with an advisor, work out an appropriate program from among various period and genre courses, colloquia, seminars, independent studies, writing courses, and electives in related fields. Literature majors who plan to do graduate work should orient their programs toward the period courses and should have a reading knowledge of at least one modern foreign language, preferably French or German.

Because of the wide appeal of literature for all students, the department offers a range of courses attractive to the non-major as well as to the major. In the freshman year, for example, the prospective English major is given English 104 (The Literary Imagination), while the non-major may choose English 106 (Literature and Society). Writing courses include English 100 (Composition) and English 220 or 221, for those with the proper background. In the Winter term, all courses through the 200 level are open to freshmen, who may also take in the spring the two background masterpieces courses, English 200 and 201.

Those special studies courses, the topics of which vary from year to year (206, 207, 213, 380, 400, 485) may be taken more than once, but majors may count them only once toward the minimum major of eight courses.

100 ENGLISH COMPOSITION FS Staff

Designed for freshmen and other students who need practice in writing effective expository and argumentative prose. Emphasis on methods of developing papers and achieving unity and coherence, as well as on grammar, usage, and other fundamentals of English.

104 THE LITERARY IMAGINATION FWS
Ms. Cowler, Ms. Hentz, Mr. Maland

An introduction to the study of literature through the techniques of such genres as poetry, the short story or short novel, and drama. Required for beginning English majors.

106 LITERATURE AND SOCIETY W
Mr. Greenfield, Mr. Milne

An exploration of works of literature which focus on social, philosophical, and religious issues of contemporary concern.
(Designed for non-majors, with preference given to freshmen.)

109 MYTH AND LITERATURE W
Mr. Whatley

Detailed study of various representative myths and mythic archetypes (e.g., Creation, Fall, Satan, the Mother Goddess) and their influence on western literature. Readings from the Bible, Greek and Roman mythology, medieval and modern literature.

200 MASTERPIECES OF LITERATURE: ANCIENT AND MEDIEVAL FS
Ms. Cowler, Mr. Whatley

Origin and development of literary types and traditions as background for continued work in English literature. Selected masterpieces from ancient and medieval literature: Homer, Greek drama, Virgil, Beowulf, Dante, Medieval drama and romance, Chaucer. Open to freshmen in the spring term.

201 THE ENGLISH TRADITION: RENAISSANCE AND NEO-CLASSICAL FS
Mr. Bennett, Ms. Cowler

Main traditions of English literature from the Renaissance through the neoclassical period, to serve as a context for the study of English literature as well as an introduction to masterpieces of the period.

202 SHAKESPEARE S Ms. Cowler

Selected plays to show Shakespeare's variety; intensive analysis of either "King Lear" or "Hamlet."

203 FILM F Mr. Maland

An introduction to film studies, stressing film history and the development of film language. Students will view works by important European, Asian and American film-makers — films like **Citizen Kane, Rashomon,** and **The Bicycle Thief** — which treat fundamental issues of human value and experience.

204 CONTEMPORARY LITERATURE S
Mr. Greenfield

Literature of both East and West, drawn mainly from writings of the past thirty years, including works of Mishima, Mao Tse-Tung, Kawabata, Lagerkvist, Durrenmatt, and Grass.

206 LITERARY TYPES AND TRADITIONS W Mr. Bennett, Mr. Greenfield

Investigation of the development and character of some genre or form of literature: tragedy,

comedy, satire, biography, the lyric, the short story. In 1977-78 — Comedy and the Comic, Mr. Bennett; Theater of the Absurd, Mr. Bennett; Introduction to Folklore, Mr. Greenfield.

207 SPECIAL STUDIES FW
Mr. Greenfield, Ms. Hentz

Intensive analysis of the works of one or two important literary figures or the detailed study of a single major work. In 1977-78 — Twain and Lawrence, Mr. Greenfield; Woman's Anger: Sylvia Plath and Adrienne Rich, Ms. Hentz.

208, 209 CONTINENTAL LITERATURE IN TRANSLATION

Classics of European literature, chiefly French, German, and Russian: Course 208, such writers as Rabelais, Montaigne, Cervantes, Racine, Moliere, Voltaire, Rousseau, and Goethe; Course 209, Balzac, Flaubert, Zola, Dostoievsky, Tolstoy, Baudelaire, Ibsen, and others. (Not offered in 1977-78.)

210 EARLY AMERICAN LITERARY CULTURE W

The origins and growth of the American literary imagination from its beginnings in Puritan documents through major works of the early Romantics. (Not offered in 1977-78.)

211 STUDIES IN 19TH CENTURY AMERICAN LITERATURE F

Works of representative writers: Poe, Hawthorne, Melville, Thoreau, Emerson, Whitman, Dickinson, Twain. (Not offered in 1977-78.)

212 STUDIES IN 20TH CENTURY AMERICAN LITERATURE S
Mr. Milne

Works of representative writers: James, Crane, O'Neill, Adams, Mencken, Frost, Fitzgerald, Hemingway, Faulkner, Dos Passos.

213 INTERDISCIPLINARY STUDIES S

A comparative and interdisciplinary exploration of selected topics. (Not offered in 1977-78.)

220 CREATIVE WRITING — FICTION F
Ms. Swander

A beginning course in the craft of fiction — the short story and the novel — and non-fiction that utilized narrative techniques. Group discussions and individual conferences.

221 CREATIVE WRITING — POETRY S
Ms. Swander

A beginning course in the craft of poetry. Group discussions and individual conferences.

223 ADVANCED FILM W Mr. Maland

A detailed study of a topic relating to film history and theory. In 1977-78, major film directors: Renoir, Ford, Kurosawa.

300 MEDIEVAL STUDIES: THE LITERATURE OF KING ARTHUR W
Mr. Whatley

The course will trace the rise of the legend of King Arthur and its impact on European literature. The main focus will be on such medieval masterpieces as Chretien de Troyes' **Erec and Enide, Lancelot,** and **Yvain,** Wolfram von Eschenbach's **Parzival,** the **Tristan** of Gottfried von Strassburg, the French **Quest of the Holy Grail** and the **Death of King Arthur,** and the English **Alliterative Morte Arthure,** along with selections from Malory and Tennyson's **Idylls of the King.**

301 THE RENAISSANCE: AGE OF EXPERIMENT

Sixteenth century humanism; experiments in prose and poetry, culminating in Spenser. (Not offered in 1977-78.)

302 DRAMA AND SOCIETY IN THE AGE OF SHAKESPEARE

Focusing on the drama of Shakespeare's contemporaries (Marlowe, Jonson), an attempt is made to examine the "mind of an age." Works are read with emphasis on social and cultural significance. (Not offered in 1977-78.)

303 JOHN DONNE AND HIS CONTEMPORARIES F Ms. Cowler

Literature of the earlier 17th century with close study of works of Donne, Herbert, Jonson, Burton, Browne, and others in the "Baroque" tradition.

304 THE AGE OF SATIRE: THE POPE-SWIFT CIRCLE

The principal neo-classical writers, including the Restoration dramatists and Dryden; the Augustans; and Johnson, Fielding, and Sheridan. (Not offered in 1977-78.)

305 THE ROMANTIC PERIOD F

Key works, both poetry and prose, of Blake, Wordsworth, Coleridge, Lamb, Byron, Shelley, and Keats. Exploration of themes and ideas of a revolutionary era. (Not offered in 1977-78.)

306 VICTORIAN LITERATURE S
Mr. Bennett

Masterpieces of fiction, non-fiction, and poetry by Dickens, Tennyson, Browning, Carlyle, Arnold, Hardy, Wilde, and others. Set in the background of the age itself.

307 THE ENGLISH NOVEL F Mr. Milne

Development of the novel; representative works by major figures from Defoe through Conrad.

308 MODERN DRAMA W

Innovative trends in theater of the 20th century: Ibsen, Strindberg, Chekhov, Shaw, O'Neill, Brecht, Durrenmatt, Anouilh, Genet, Ionesco, Beckett, Pinter, and others. (Not offered in 1977-78.)

309 MODERN FICTION F Mr. Milne

Studies in the form, substance, and background of the modern novel, focusing on such writers as Gide, Proust, Kafka, Mann, Joyce, Hemingway, Faulkner.

310 MODERN POETRY W

Major figures in English and American poetry of this century. (Not offered in 1977-78.)

320 WRITING WORKSHOP S Ms. Swander

An intermediary course for students with considerable skill and experience in creative writing wanting increased proficiency. Prerequisite: English 220 or 221 or permission of instructor.

321 EXPOSITORY WRITING W
Ms. Swander

A course for the experienced student wanting increased proficiency in expository prose. Prerequisite: permission of the instructor.

380 JUNIOR COLLOQUIUM W

Designed to permit study of a literary movement, a problem in aesthetics and literary criticism, or a selected theme. (Not offered in 1977-78.)

400 MAJOR ENGLISH AUTHORS W

Writers of eminence, such as Chaucer and Milton, Joyce and Yeats. (Not offered in 1977-78.)

420 ADVANCED WRITING SEMINAR/TUTORIAL W Ms. Swander

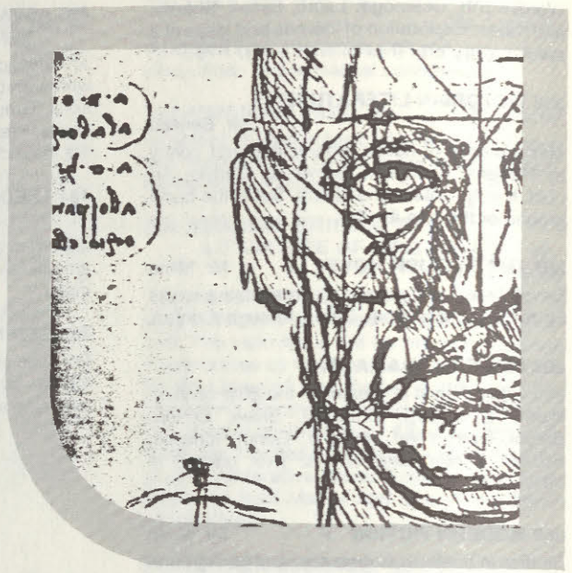
An advanced course for experienced students who wish to perfect their creative or expository skills. Group discussion and individual conferences. Prerequisite: 320 or 321 or permission of the instructor.

484 THEORY OF LITERATURE S
Mr. Bennett

Important critical modes and approaches to literature; an integrating experience for the senior major.

485 SEMINAR: SELECTED TOPICS

Focuses on a limited topic changing from year to year; stresses independent investigation and intensive study. (Not offered in 1977-78.)



FINE ARTS

Professors Mitchell (Chairperson), Schulze; Associate Professor Croydon; Instructor McKeon; Lecturers ‡R. Mitchell, ‡Tutterow

The department offers one major: Art History.

Art

The principal direction of the department is theoretical rather than practical. The major is in Art History. Nonetheless, in the belief that some personal experience of what an artist actually does is a necessary and enriching accompaniment to art historical study, the department requires that all majors take one course in Studio Art (Art 130), and it encourages them to take more than one. It is the policy of the department that creative work be encouraged. A number of advanced studio courses are offered for credit; and it is possible to take additional courses in the studio area at Barat College.

Art History is a humanistic discipline, and its study should relate to the methods and standards the student will encounter throughout the college. The course work in Art History concerns itself with those things, theoretical, historical, critical, and aesthetical, which should add, not only to one's appreciation and understanding of the visual arts, but which, further, are central to any more advanced scholarly approach to the field. The courses are designed to introduce students to the scholarly procedures of the art historian; and, at the same time, they are aimed at those students who wish to expand their knowledge and understanding of art, but are innocent of professional ambitions in the discipline.

‡Part-time Teaching, 1977-78.

The fundamental problems of the history and appreciation of art are explored in a basic course, Art 110, (Introduction to the Visual Arts), a prerequisite for all Art History majors and for anyone wishing to enter further courses in Art History. The more advanced courses deal in a detailed way with the main periods and styles of Western Art, with American Art, and with a variety of more specialized concerns of the art historian.

The history of Western Art from ancient times until the present day is covered in the sequence of courses Art 210, 211, 212, 213, 310, 311, 312, 313, 314. In addition to Art 110, majors must take at least five courses out of this sequence; and if they wish to have some really complete view of the subject, they should take all the courses listed in the sequence plus Art 111 (History of Architecture). As has been indicated above, one course credit in Art 130 is required for the major, but it must be emphasized that Studio Art credits do not count toward the total number of courses required for the major. Admission to Studio Art courses beyond Art 130 is selective and dependent upon the attainment of a high standard of work in Art 130. Art 131 (Drawing), Art 132 (Creative Photography), Art 133 (Film Making), and Art 240 (The Physics and the Art of Photography), are exceptions to this rule, and have no prerequisites.

110 INTRODUCTION TO THE VISUAL ARTS FS Mr. Croydon, Ms. McKeon, Mr. Mitchell, Mr. Schulze

An analytical and historical survey of the visual arts from antiquity to the present. A prerequisite for all other courses in art history and required of all majors.

111 HISTORY OF ARCHITECTURE S Mr. Schulze

Evolution of architectural style and thought from antiquity to the present.

130 STUDIO ART: ELEMENTS OF DESIGN FS Mrs. Mitchell, Mr. Croydon

Introduction to basic design problems in various two and three dimensional techniques and media. A prerequisite for most other courses in studio art.

131 STUDIO ART: DRAWING W Mr. Mitchell

Principles and practice of drawing with emphasis on drawing from the model.

132 STUDIO ART: CREATIVE PHOTOGRAPHY

A basic course in photography offered normally in the Summer term. (Not offered in 1977-78.)

133 STUDIO ART: FILM MAKING FS

A study of film with an emphasis on production and the various techniques of film making. (Not offered in 1977-78.)

210 ANCIENT ART S

Painting, sculpture, and architecture of ancient civilizations of Egypt, Mesopotamia, Greece, and Rome. (Not offered in 1977-78.)

211 MEDIEVAL ART F Ms. McKeon

Art of the Early Christian, Byzantine, and Medieval periods.

212 ITALIAN ART OF THE EARLY RENAISSANCE F Ms. McKeon

Painting and sculpture in Italy from the late 13th through the 15th century.

213 NORTHERN ART OF THE LATE GOTHIC AND RENAISSANCE S Mr. Mitchell, Ms. Mckeon

Painting, sculpture, and the graphic arts of the Netherlands, Germany, and France from the 14th through the 16th century.

220 CLASSICAL ART S

Art and architecture of the Hellenic world in the Minoan through Byzantine Periods. (Offered only in Athens.)

221 HISTORY OF MEDIA AND MATERIALS W Mr. Croydon

The evolution and use of different media, materials, and techniques by the sculptor, painter, and draughtsman in the course of history.

222 MODERN URBAN ARCHITECTURE

International building design (mostly commercial and industrial) and city planning since the second half of the nineteenth century. (Not offered in 1977-78.)

223 20TH CENTURY SCULPTURE

The evolution of sculpture from Rodin to the present. (Not offered in 1977-78.)

230 STUDIO ART: PAINTING F
Mrs. Mitchell, Mr. Croydon

Advanced creative projects using various painting media.

231 STUDIO ART: SCULPTURE S
Mr. Croydon

Advanced creative projects using traditional and contemporary three dimensional media.

232 STUDIO ART: GRAPHIC ARTS W
Mrs. Mitchell

Advanced creative projects in various printmaking media. 1977-78: Monoprint.

240 STUDIO ART: THE PHYSICS AND THE ART OF PHOTOGRAPHY W
Mr. Donnally, Mr. Croydon

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Physics 200).

250 SPECIAL STUDIES: WOMEN IN ART W

An investigation of the role of women in the visual arts. (Not offered in 1977-78.)

251 SPECIAL STUDIES: "THE CHICAGO SCENE" W Mr. Schulze

An investigation into the artistic resources of Chicago.

253 SPECIAL STUDIES: THE ANIMAL IN ART W Ms. McKeon

The depiction of the animal in art from antiquity to the present day.

310 ITALIAN ART OF THE 16TH CENTURY S Mr. Mitchell

Painting and sculpture of the High Renaissance and Mannerist artists of Rome, Florence, and Venice.

311 17TH CENTURY ART F Mr. Mitchell

Painting and sculpture in Europe in the 17th century.

312 18TH CENTURY ART

Painting and sculpture in Europe in the 18th century. (Not offered in 1977-78.)

313 19TH CENTURY ART S Mr. Mitchell

Painting and sculpture in Europe from David to the Post-Impressionists.

314 20TH CENTURY ART FS
Mr. Croydon, Mr. Schulze

Painting and sculpture in Europe and the United States from Post-Impressionism to the present.

320 AMERICAN ART F Mr. Schulze

The visual arts in North America, covering painting, sculpture, architecture, and the applied domestic arts, from art of the colonial period to the present.

350 SPECIAL STUDIES: GREAT ARTISTS W Ms. McKeon

Intensive study of the work and lives of individual great artists. In 1977-78: Hieronymus Bosch.

351 SPECIAL STUDIES: ART CRITICISM W

The theory and practice of art criticism and its role and influence in the arts. (Not offered in 1977-78.)

Theatre

The theatre program is performance oriented and largely extra-curricular. It is staffed by professional guest artists and an on-campus Director of Theatre. Students present mainstage and studio productions in a newly remodeled, flexible theatre. A varied repertoire of plays are performed in different staging types. Although a major is not offered, the theatre program provides professionally taught workshops in such areas as improvisation, make-up, mime, playwriting, audition and design, in addition to the several courses in theatre practice. Creative Project credit is also available during all terms for in-depth, specialized study and practice. Students enroll in this for practice in directing, stage managing, and technical directing in coordination with Garrick Players productions.

200 FUNDAMENTALS OF PUBLIC SPEAKING F Mr. Tutterow

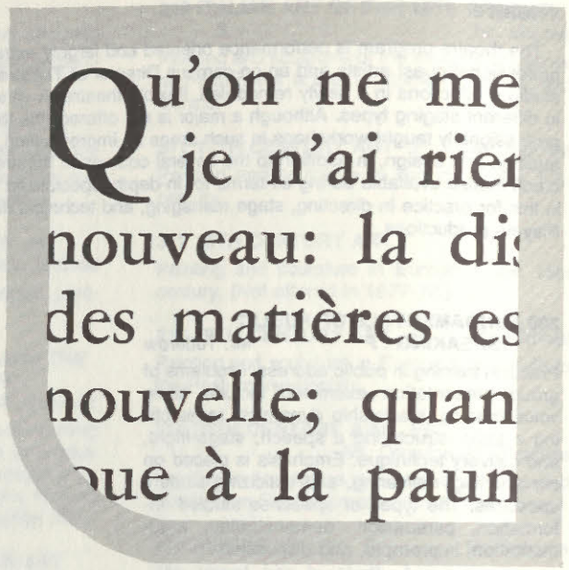
Practical training in public address. Problems of group presentation examined include basic voice training, leadership dynamics, researching a topic, structuring a speech, stage-fright, and delivery technique. Emphasis is placed on constructing, delivering, and criticizing student speeches. The types of speeches studied: information, persuasion, demonstration, argumentation, impromptu, and discussion.

210 FUNDAMENTALS OF TECHNICAL THEATRE Mr. Tutterow

A lab oriented study of the basics of set design, lighting design, construction, rigging, and in-production operation. Students also address problems of tech theatre for various types of staging, and briefly study theatre architecture. Emphasis is on students' lab work in preparing and running one of two Garrick Players productions, and on design projects. (In alternate years. Not offered in 1977-78.)

220 FUNDAMENTALS OF ACTING S
Mr. Tutterow

The basic Stanislavski acting method is studied and practiced through interpretive and physical exercises, monologues, and scenes. Previous acting experience is recommended. Prerequisite: consent of the instructor.



FOREIGN LANGUAGES AND LITERATURES

Associate Professor Speros (Chairperson); Assistant Professors Carlin, Garneau, Grisham, Sosa; Instructor Kling; Lecturer ‡Staw.

The Department of Foreign Languages and Literature offers course work in French, German, and Spanish. Its purpose is to equip students to read rapidly and accurately and to converse and write with an acceptable degree of fluency. It is also expected that the student will gain an insight into the cultural history and civilization represented by the language chosen and relate this to other studies in the liberal arts curriculum. Advanced level courses are designed to present a broad and fairly intensive study of each of the major literary periods and to perfect further the student's fluency in oral and written expression. Additional courses are offered in French, German, and Spanish literature in translation and are listed under "Comparative Literature." Three courses in linguistics are available in English. Advanced students may participate in the internships offered in the three major languages. See "Lake Forest Off-Campus Programs" for description of Fall Term in Mexico Program.

Entering students desiring to continue with language studied in secondary school will be given a placement examination to determine the level at which they should continue the language in college. Each year of secondary school study is assumed to be the equivalent of one term at the college level. A student presenting, for example, two years of secondary school language credit may be expected to resume language study with the third term of the beginning course.

The Audio-Visual Center located in the Donnelley Library houses the foreign language cassette tapes, including not only textbook materials but also dramas, opera, poetry readings, lectures, and

‡Part-time Teaching, 1977-78.

filmstrips in beginning, intermediate and advanced language, literature and civilization in the various languages offered.

There is on campus an active chapter of Phi Sigma Iota, the Romance Language Honor Society, which sponsors extra-curricular activities and prepares "Collages", a magazine of student writing in the Romance Languages.

A major may be obtained in language or literature in French, German, or Spanish and will consist of a minimum of eight courses in each of the above languages. Other courses offered outside of the language sections of the department may be required or strongly recommended. Listed below are the specific, two-track requirements in each language. Courses numbered 210 and below will not count in the major. Courses 110, 111, 112 and 210 or the equivalent are prerequisites to all other courses in each language. All courses numbered 210 and above are given in the foreign language, except for those courses listed as taught in English.

A student must receive a "C" grade or better in course 210 or have the permission of the instructor in order to take courses 230, 280, 290. A "C" or better, or permission of instructor also is required in courses 211, 212 in order to take courses 330 or 340.

Minimum Requirements

French Language Major
211 or 212; 280; 290; 330; 340; 350, 360 or 370; 410 or 440 (plus elective)
Linguistics 201; 202
210 level in another foreign language

French Literature Major
211 or 212; 280; 290; 410 or 440; and any four courses in French literature numbered 300 and above
One course in comparative literature (except course 201)
Recommended: one course in European History; French 340

German Language Major
212; 230; 330; 370; 385; 400; 410 or 440 (plus elective)
Linguistics 201, 203
210 level in another foreign language

German Literature Major
212; 230; 410 or 440; and any five courses in German literature numbered 300 and above
One course in comparative literature (except courses 203; 230)
Recommended: one course in European History; Comparative Literature 203; 230; Linguistics 203

Spanish Language Major
211 or 212; 280 and 290 or 310 and 320; 330; 340; one Spanish literature course numbered 300 and above; 410 or 440 (plus elective)
Linguistics 201; 202
210 level in another foreign language

Spanish Literature Major
211 or 212; 280; 290; 310; 320; 410 or 440; and any two courses in Spanish literature numbered 300 and above
One course in comparative literature (except course 202)
Recommended: one course in European History; two courses in Latin American History; Spanish 340

French

110, 111, 112 BEGINNING FRENCH FWS
Mr. Carlin, Mr. Garneau

110 is designed to develop the student's ability to listen, speak, read, and write basic controlled patterns of the French language. 111 and 112 introduce reading material of a cultural nature, to provide greater insight into the psychology of the language, and implement the student's understanding of language structure through free composition. Lab work is an integral part of the series.

210 READINGS AND DISCUSSION F
Mr. Carlin

Readings focus on contemporary French society showing the pattern of tradition and change in France today. Discussion and conversation. Compositions prepare the student for literature and civilization courses.

211 CONVERSATION W Mr. Carlin

Acquisition of spontaneity in oral expression and comprehension through both free and directed conversation, stressing French idiomatic expressions and cliches of everyday French conversation. Prerequisite: French 210 or equivalent.

212 COMPOSITION S Ms. Staw

Intensive training in written and oral expression. Semantic nuances of Anglo-French vocabulary are given special attention through translation from English into French. Prerequisite: French 211 or equivalent.

280 FRENCH LITERATURE FROM THE BEGINNINGS TO 1800

French literature from the "Chanson de Roland" to the French Revolution: Ronsard, Montaigne, Moliere, Racine, Voltaire, Diderot, and Marivaux. Reading, lectures, discussion, and papers in French. (Not offered in 1977-78.)

290 FRENCH LITERATURE FROM 1800 TO THE PRESENT F Mr. Carlin

The great movements: Romanticism, Realism, Symbolism, Naturalism, Surrealism, Existentialism, and the Absurd. Authors: Hugo, Balzac, Flaubert, Verlaine, Zola, Valery, Apollinaire, Sartre, Camus, Ionesco.

300 SPECIAL STUDIES W Mr. Garneau

One author, one theme in literature or a group of works studied in depth, be it in French, Franco-Canadian or African literature of French expression. May be repeated for credit. For 1977: Malraux; Adventures in the Spirit.

330 PHONETICS AND PHONOLOGY W
Mr. Garneau

French articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation patterns, rhythm, linking; corrective exercises for difficulties in pronunciation; phonetics as a teaching device. (In alternate years. Offered in 1978-79.)

340 MORPHOLOGY AND SYNTAX S
Mr. Garneau

Mechanisms of word formation and sentence creation; morphological and syntactic theories and their implications in language learning and teaching; exercise building for the teaching of grammar. (In alternate years. Offered in 1977-78.)

350 FRENCH THEATRE S Mr. Carlin

A close reading and discussion of several plays designed to give the student a clear sense of the development and the richness of French theatre. Emphasis is placed on literary history, aesthetics, and special questions in dramatic theory. May be repeated for credit. 1977-78: Anouilh and Montherlant.

360 FRENCH NOVEL S Ms. Staw

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art. May be repeated for credit. 1977-78: The French New Novel.

370 FRENCH POETRY F Ms. Staw

An analysis of the work of one or several poets representative of a crucial moment in the history of French poetry. The essentials of French versification are stressed as well as the distinctive character of the various forms within the genre. May be repeated for credit. 1977-78: Symbolist Poetry.

380 MOVEMENTS IN FRENCH LITERATURE S Ms. Staw

Intensive study of one movement in French literature; philosophical, social, and artistic origins and development; representative works. Possible topics: Naturalism, Surrealism, Existentialism. (In alternate years. Offered in 1978-79.)

410 ADVANCED CONVERSATION Mr. Carlin

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: French 212. (Offered as required.)

430 FRENCH AUTHORS W

Francois Mauriac. A study of the life and main works of this outspoken contemporary novelist. Six books (four novels, a book of memoires, and a short collection of essays) will be read and discussed. (Not offered in 1977-78.)

440 CREATIVE COMPOSITION AND STYLISTICS Mr. Garneau

Analysis of style in selected French writers. Stylistic analysis of translations. Intensive work in creative original composition of prose, poetry, and drama. (Offered as required.)

480 SEMINAR W Mr. Carlin

An intensive investigation of a significant literary problem. Topics to be announced. (In alternate years. Offered as required.) 1977-78: The Private Man: Diaries and journals as literary history. Gide, Green, Mauriac, Camus, Sartre.

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS

Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

German

110, 111, 112 BEGINNING GERMAN FWS
Mrs. Grisham, Mr. Kling

Concentrates on basic language patterns and on aspects of culture and civilization of German-speaking countries. In 112 the emphasis is on selected works by modern authors, on free compositions, and on conversations.

210 READINGS AND DISCUSSION F
Mrs. Grisham

Practice in reading contemporary fiction and expository prose with emphasis on developing reading ease and accurate comprehension. Review of grammar topics, lab exercises. Prerequisite: German 112 or permission of instructor.

211 CONVERSATION Mr. Kling

A study of common idiomatic expressions in everyday German. Practice in oral expression and comprehension. Prerequisite: German 210 or equivalent.

212 COMPOSITION W

Intensive training in written and oral expression. Systematic treatment of idioms. Translations of fairly simple texts into German. Prerequisite: German 211 or equivalent. (Not offered in 1977-78.)

230 INTRODUCTION TO GERMAN LITERATURE S
Mrs. Grisham, Mr. Kling

Representative works of major trends, movements, and themes in German literature during the last three centuries; some basic methodological aspects of literary analysis. Intended to provide perspectives for literature courses which follow.

300 SPECIAL STUDIES W

One author, one literary theme, or a group of works studied in depth. For example, the Romantic Period. May be repeated for credit. (Not offered in 1977-78.)

330 PHONETICS AND PHONOLOGY W

The sound patterns and phonological structure of German in comparison with English: introduction to phonemics and phonetic transcription, balanced by practical training in pronunciation and diction. (Not offered in 1977-78.)

340 MORPHOLOGY AND SYNTAX S

Study of word formation and sentence structure prepares the student for graded writing exercises and free composition; translation of excerpts from accomplished English authors encourages students to develop appropriateness in their choice of words, and a sense of style. The format is flexible and will be adjusted to students' needs. Prerequisite: German 212 or permission of instructor. (Not offered in 1977-78.)

350 THE MODERN GERMAN THEATRE S
Mrs. Grisham

Works by leading playwrights in the context of changing styles and trends in stage production, from Naturalism to the present decade: Holz, Hauptmann, Wedekind, Sternheim, Hofmannsthal, Kaiser, Brecht, Dürrenmatt, Handke, and others. (In alternate years. Offered in 1977-78.)

360 FROM LESSING TO THE STURM UND DRANG

Lessing's role in development of German literature; "Sturm und Drang" authors Herder, young Goethe, Lenz, and the early Schiller. (In alternate years. Not offered in 1977-78.)

370 CLASSICAL WEIMAR F

Major works of Goethe and Schiller at the height of their careers: drama, narrative, lyrical genres, poetic theory and criticism. (Not offered in 1977-78.)

380 AN AGE OF REALISM F Mr. Kling

Studies in Realism as a world view and as a structural method as developed from Tieck and Chamisso through Meyer and Storm. Drama, fiction, and lyric will be considered as genres. (Offered in alternate years. Offered in 1977-78.)

385 NOVELLA S

The particular form of the novella and its development in the 19th century. (In alternate years. Not offered in 1977-78.)

400 MODERN GERMAN POETRY W
Mr. Kling

The poetry of Hofmannsthal, Rilke, George, and Benn. (In alternate years. Offered in 1977-78.)

410 ADVANCED CONVERSATION

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of synonyms. Not offered in 1977-78.) Prerequisite: German 212.

440 CREATIVE COMPOSITION AND STYLISTICS W Mrs. Grisham

Writing and revision of expository and imaginative prose (and poetry, depending on student interest). Stylistic analysis of selected literary texts, exercises in translation from English to German. (Offered as independent study in 1977-78.)

480 SEMINAR F Mrs. Grisham, Mr. Kling

Intensive investigation of a significant problem or period or of the works of one author. (Offered as required.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS

Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

Linguistics

201 DESCRIPTIVE LINGUISTICS F
Mr. Garneau

Principles and techniques of descriptive linguistics as seen through different schools of linguistics from structuralism to modern transformational and stratificational theories. Taught in English.

202 ROMANCE PHILOSOPHY S Mr. Sosa

Evolution of the Romance Languages from Latin with emphasis on French, Spanish, and Italian. Basic knowledge of one Romance Language required. Taught in English. (In alternate years. Offered in 1977-78.)

203 A COMPARATIVE HISTORY OF ENGLISH AND GERMAN W
Mrs. Grisham

The development of the two West Germanic dialects from their Indo-European antecedents to modern English and standard high German. Introduction to aims and methods of historical language studies. Taught in English. (In alternate years. Offered in 1977-78.)

Spanish

110, 111, 112 BEGINNING SPANISH FWS
Mr. Speros, Mr. Sosa

Basic language techniques and psychology of the language. Classroom and lab work. Graduated reading materials and discussion introduce mores of Spanish-speaking cultures. Lab work is an integral part of the series.

210 SPANISH READINGS AND DISCUSSION F Mr. Speros

Expository and literary prose and poetry of moderate difficulty. Class discussions and free expository composition at an intermediate level.

211 CONVERSATION W Staff

Common idiomatic expression in everyday Spanish. Emphasis on oral expression and comprehension. Prerequisite: Spanish 210.

212 COMPOSITION S Mr. Speros

Intensive training in oral and written expression. Emphasis on idiomatic expression and translation. Prerequisite: Spanish 211 or equivalent.

260 SPANISH CIVILIZATION

Aspects of Spanish civilization touching on historical, artistic, political, physical, and racial influences which have molded the Spanish culture. (Not offered in 1977-78.)

270 SPANISH-AMERICAN CIVILIZATION

Aspects of Spanish-American civilization touching on historical, artistic, political, physical and racial influences which have molded Spanish-American cultures. (Offered in 1977-78 in Mexico.)

280 SPANISH LITERATURE FROM BEGINNINGS TO 1681 F

Major works from El Cid, during height of the Moorish period, to end of the Golden Age. Special emphasis on Cervantes, Lope de Vega, and Calderon de la Barca. (In alternate years. Offered in 1978-79.)

290 SPANISH LITERATURE FROM 1700 TO PRESENT S

A literary approach to history of Spain with reading of representative works from 1700 through present day. (In alternate years. Offered in 1978-79.)

300 SPECIAL STUDIES S

One author, one theme in literature or a group of works studied in depth, be it Peninsular-Spanish or Spanish-American literature. May be repeated for credit. (Not offered in 1977-78.)

310 SPANISH-AMERICAN LITERATURE FROM BEGINNINGS TO 1860 F Staff

Literature resulting from conquest of the Aztecs, Incas, and Araucans; study of works from Colonial Period through first half of the 19th century. (In alternate years. Offered in 1977-78.)

320 SPANISH-AMERICAN LITERATURE FROM 1860 TO PRESENT S Staff

Post-romantic writers, poesia gauchesca, Modernism, Realism; recent literary trends from 1910 to the present. (In alternate years. Offered in 1977-78.)

330 PHONETICS AND PHONOLOGY W

Spanish articulatory phonetics and its application to the phonological structure of the language: vowels, consonants, intonation patterns and regional differences. Corrective exercises for pronunciation difficulties; phonetics as a teaching device. (In alternate years. Offered in 1978-79.)

340 MORPHOLOGY AND SYNTAX S
Mr. Sosa

Major areas in the grammatical structure of Spanish that have greatest psychological variation from the English structure. (In alternate years. Offered in 1977-78.)

350 SPANISH THEATRE W Mr. Sosa

A close reading of several plays illustrating a particular moment in the evolution of Peninsular or Spanish-American theatre. Historical, aesthetic and technical aspects of the drama will be stressed.

360 SPANISH NOVEL

Reading and discussion with a view to increasing appreciation of several related novels or novelists. The works are selected from Spain or Latin America for their value as turning points in the understanding of the art of prose fiction and as examples of a particular stage in the development of that art.

370 SPANISH POETRY W

An analysis of the work of one or several poets representative of a crucial moment in the history of Peninsular or Spanish-American poetry. The essentials of Spanish versification are stressed as well as the distinctive character of the various forms within the genre. (Offered in 1978-79.)

380 SEMANTICS AND LEXICOLOGY

Meanings of words and idiomatic expressions. Their etymologies. Diachronic and synchronic changes in semantic value. Semantic theory. Taboo. Argots. Regional differences in the lexicon. Lexicography: preparation of a specialized dictionary. (Not offered in 1977-78.)

410 ADVANCED CONVERSATION
Mr. Speros

Development of the linguistic facility for concepts and ideas in the spoken foreign language. Training in usage of sophisticated language patterns and of common locutions. Study of idioms and synonyms. Prerequisite: Spanish 212. (Offered in 1977-78 as independent study.)

440 CREATIVE COMPOSITION AND STYLISTICS F

Assumes solid foundation in the elements of grammar and in basic writing. Critical literary and stylistic analysis of prose and poetry. Analysis of creative composition incorporating the principles of style. (Not offered in 1977-78.)

480 SEMINAR

Intensive investigation of a movement, one work, or an author. (In alternate years. Not offered in 1977-78.)

490 INTERNSHIP AT NEW TRIER EAST HIGH SCHOOL FWS

Approved interns may register for one course credit during the fall, winter and/or spring terms. A two-credit internship is available during the winter term as well. Interns tutor students enrolled in the "Center for Self-Directed Learning" at New Trier East High School, Winnetka, under the supervision of faculty at New Trier East and Lake Forest College. Open to qualified seniors, juniors and sophomores only.

495 INTERNSHIP AT FIELD MUSEUM OF NATURAL HISTORY W

Approved interns may register for a two-credit course internship at the Field Museum of Natural History in Chicago during the winter term. Interns will work with bilingual programs for school children and will translate for publication museum material under the supervision of the Department of Education of the Field Museum and an LFC faculty member of the Department of Foreign Languages. Open to qualified seniors, juniors and sophomores only.

HISTORY

‡Professor Zilversmit; Associate Professors Grossman, T. Moodie (Chairperson); Assistant Professors Douglas, Ebner, LeMahieu; Instructor Ticknor; Lecturers ‡C. Moodie, ‡Rosswurm

History is the collective memory of mankind. It informs us of the intense human struggles which shaped our past and thereby enriches our understanding of the present. A society that forgets its past is like an individual suffering from amnesia. Both lack identity, purpose and direction. Yet the complexities of the past cannot be reduced to simple rules for the present. History reveals a diversity of human experience that is worth pondering for its own sake. A respect for this diversity has long been the mark of an educated individual and a civilized society.

History courses at Lake Forest College reflect the diversity of the historical record. The department offers courses in intellectual, political, economic and social history. Since we recognize that the teaching of history has concentrated on the American and European past, the Department offers courses in the history of Africa, Latin America, and Russia in addition to the core of courses in European and American history. Several courses integrate new techniques into our approach. In one we draw upon the insights of modern psychology; in others we try to recapture the past through the methods of oral history and field work.

Students majoring in history are expected to complete three of the following four courses; History 110, 111, 120, 121, preferably by the end of their sophomore year; they are also expected to take an additional course outside of modern European or United States history, as well as one course at the 200 level. All majors must enroll in History 380-381, a colloquium on comparative history (with topics changing periodically) as an introduction to historiography and methodology; it is suggested that this course be taken in the junior year. In addition, at least one course must be taken at the 300 level. The department takes special interest in encouraging senior thesis work leading to the awarding of the degree with honors.

‡Part-time Teaching, 1977-78.

110 EUROPE FROM THE RENAISSANCE TO THE FRENCH REVOLUTION FS
Mr. Grossman, Mr. Moodie

Political, social, and intellectual developments shaping Europe from the Italian Renaissance through the Enlightenment.

111 MODERN EUROPEAN HISTORY, 1789-1945 FS Mr. LeMahieu

The transformation of European society and politics beginning with the French and industrial revolutions. Emergence of the nation state and modern political ideologies; the crisis of democracy and the rise of totalitarianism in the era of the two World Wars.

120 FOUNDATIONS OF THE AMERICAN REPUBLIC FS
Mr. Ebner, Mr. Zilversmit

The origins of American society and the development of the United States from an underdeveloped new nation into a powerful national entity.

121 MODERN AMERICA FS
Mr. Ebner, Mr. Ticknor

America's response to industrialism and its changing role in foreign affairs.

141 LATIN AMERICA: THE COLONIAL AND REVOLUTIONARY PERIODS F
Mr. Douglas

Conquest, settlement, and development of the Spanish and Portuguese spheres in the New World, from the age of discovery to independence. The Iberian heritage, relations with Indians and Africans, and the emergence of a multi-racial society.

142 MODERN LATIN AMERICA S
Mr. Douglas

Political, social, and cultural development of the Latin American societies from the Wars of Independence to recent times. The effects of social revolutions, relations with the U.S., and the role of the military and the Church.

150 JULIUS CAESAR: MAN AND MYTH W½ Mr. LeMahieu

A study of the man and the legend of his rule; evaluation of ancient sources, including Plutarch, Suetonius, and the Commentaries, followed by a reading of Shakespeare's and Shaw's plays and an analysis of 20th century Caesarism.

151 THE CONTEMPORARY WORLD S
Mr. Grossman

Political and social change in the twentieth century in the world beyond Europe; the decline of Western hegemony and the rise of worldwide civilization.

155 BETWEEN TWO WORLDS: THE JEWISH EXPERIENCE IN EASTERN EUROPE AND AMERICA AT THE TURN OF THE CENTURY W½ (Feb.)
Mr. Grossman

Studies in the culture and society of the Jews of Eastern Europe, forces and factors contributing to their migration to America, and the conditions which confronted them in their new homeland. Readings in the literature produced by the Jewish community on both sides of the Atlantic.

165 THE AMERICAN INDUSTRIAL NEIGHBORHOOD W½

The American industrial neighborhood as a unique cultural form; its origins, culture, relationship to metropolitan culture, and recent fate. Readings and field work. (Not offered in 1977-78.)

168 DR. MARTIN LUTHER KING: A NON-VIOLENT APPROACH W½
Mr. Douglas

Study of the Civil Rights Movement since 1954 as expressed and developed by Dr. Marfin Luther King. Development of the technique of non-violent action as a means of exposing contradictions in American society.

170 WAR AND SOCIETY IN EUROPE, 1914-1918

The consequences to European civilization of World War I. (Not offered in 1977-78.)

175 SOCIAL CHANGE IN AMERICAN HISTORY

An introduction to social history as it applies to American institutions and organizations, i.e., family-life, politics, neighborhoods, and place of work. (Not offered in 1977-78.)

210 THE ANCIENT WORLD F Mr. Grossman

Early civilizations of the Nile and Tigris-Euphrates River valleys; Greek civilization and its Roman inheritors; origins and early development of the Christian church.

211 DAWNING OF THE MIDDLE AGES

Division of the ancient world into the civilizations of Islam, Byzantium, and Latin Christendom; origins and development of feudal society, and beginnings of the economic revival. (Not offered in 1977-78.)

212 THE HIGH MIDDLE AGES

Origins of the European political order; the medieval intellectual tradition; the crisis of the 14th and 15th centuries. (Not offered in 1977-78.)

213 20TH CENTURY EUROPE S
Ms. Moodie

The collapse and reconstruction of European society, politics and culture in the period from World War I through the 1960s. Emphasis on Central and Eastern Europe and on conflicting ideologies.

214 HISTORY OF RUSSIA F Ms. Moodie

Survey of the political, social, and intellectual history of Russia from the Muscovite period to recent times.

221 TUDOR-STUART BRITAIN

Political, social, and intellectual history of Britain from the consolidation of the Tudor monarchy to the era of Walpole. (Not offered in 1977-78.)

222 MODERN BRITAIN

The transformation of British society and politics from the pre-industrial world to the emergence of the 20th century welfare state. (Not offered in 1977-78.)

231 AGE OF THE ENLIGHTENMENT W
Mr. LeMahieu

Readings and discussion of major figures of the British and French enlightenments. History 110 recommended.

235 HISTORY AND LITERATURE F
Mr. Moodie

Social history of Europe in the 19th century as seen through imaginative literature. Examination of social conditions and social change through readings: Balzac, Dickens, Zola. History 111 recommended.

236 LITERATURE, SOCIETY, AND DISSENT IN RUSSIA

Examination of aspects of Russian intellectual and social history of the 19th and 20th centuries through contemporary writings, including fiction. History 214 recommended. (Not offered in 1977-78.)

240 HISTORY OF AFRICA F Mr. Mojekwu

A survey of the social and political history of the people of Black Africa to the beginning of the colonial era. (Also offered as Politics 213.) Prerequisite for term in Africa.

243 INTERVENTION IN LATIN AMERICA: GOOD NEIGHBORS AND BAD NEIGHBORS

Examination of the role of the United States in Latin America; the Monroe Doctrine, philosophies of the "Big Stick", Alliance for Progress, and recent CIA activities. (Not offered in 1977-78.)

260 THE AMERICAN ECONOMY F
Mr. Ticknor

The causes and social consequences of American economic development. Differences between agricultural, industrial and post-industrial America. Economics 110 recommended.

263 THE MODERN AMERICAN CITY S
Mr. Ticknor

The changing functions, scale and quality of urban life. A framework for viewing modern American metropolitan problems in economic and cultural context. Some field work in the Chicago metropolitan area.

265 AMERICAN ETHNIC HISTORY

Immigration and ethnicity as factors in national development, with emphasis on cultural patterns and social interrelationships. Includes case studies of white ethnics, Blacks, Hispanics, and Orientals. (Not offered in 1977-78.)

266 SOUND OF SOUL W½ (Jan.)
Mr. Douglas

Afro-American culture has now penetrated practically all aspects of American life. The course examines the impact of religion, language and music on the historical development of Afro-Americans. Readings and recordings will be used to transmit the dynamics of the Black experience.

267 MAKING OF BLACK AMERICA F
Mr. Douglas

The history of Afro-Americans to the end of Reconstruction. The slave-trade, plantation slavery, and the Black response to bondage and emancipation. Comparisons with the Black experience in Latin America.

268 BLACK AMERICA IN TRANSITION S
Mr. Douglas

The Afro-American experience since Reconstruction. The origins of segregation, the northern migrations, the making of the urban ghettoes, the leadership of Garvey, DuBois, Malcolm X, and King.

270 EDUCATION IN AMERICAN SOCIETY AND THOUGHT W Mr. Zilversmit

Historical role of education in American society; education as a panacea and as a practical solution; schooling vs. education. Emphasis is on the twentieth century.

271 WOMEN IN MODERN SOCIETY: EUROPE AND AMERICA W
Ms. Moodie

Selected topics in the history of women in modern societies, concentrating on the nineteenth and twentieth centuries; an examination of how industrialization and social change transformed women's roles, and the way this was reflected in the political and intellectual realms.

272 HISTORICAL PATTERNS OF COMMUNITY IN AMERICA

The evolution of American communities and of differences within them that arise from class, ethnic group, race and region. Focus on communities to be visited in History 273 and fieldwork in Chicago and downstate. History 121 or 263 recommended. (Not offered in 1977-78.)

273 TERM IN AMERICA

Field study of community and sub-groups in America. Travel to Boston, Old Sturbridge, New York, Newark, Columbia New Town, and South Carolina to observe the historical varieties of American communities. Prerequisite: History 272. (Not offered in 1977-78.)

277 THE CARIBBEAN WORLD: THE RHYTHMS OF CHANGE
Mr. Douglas, Mr. Sosa

Social and political survey of the Caribbean as seen through history and literature; slavery, national liberation, and the search for identity in the Caribbean community. (Not offered in 1977-78.)

278 THE CUBAN REVOLUTION

The Revolution in the context of both Cuban history and the Caribbean experience. Emphasis on the careers and ideologies of Fidel Castro and "Che" Guevara. (Not offered in 1977-78.)

279 PSYCHOHISTORY S Mr. Grossman

Methods and assumptions of modern psychology and psychoanalysis as applied to the study of history and biography.

310 SOCIAL AND ECONOMIC DEVELOPMENT OF EUROPE S
Mr. Moodie

Readings and discussion of selected topics in European social and economic history since the industrial revolution. Attention to the newer methods of social and economic history. Prerequisite: History 111 or permission of instructor.

315 THE RUSSIAN REVOLUTION

The 1917 Revolution and the first decade of Soviet society, emphasizing political and social forces, ideological debates, and cultural change. Prerequisite: History 214 or permission of instructor. (Not offered in 1977-78.)

318 HISTORY OF MODERN FRANCE F
Mr. Moodie

Social, political and intellectual development of France from the era of The French Revolution to the present. Prerequisite: History 111.

333 EDWARDIAN ENGLAND

Readings and discussion of the political, social, and intellectual transformation of England from the death of Victoria to the First World War. Prerequisite: History 111 or 222. (Not offered in 1977-78.)

365 AMERICAN THOUGHT S Mr. Zilversmit

Roots of American thought; emphasis on Puritanism, the Great Awakening, the political ideology of the Revolution and its transformation in the early 19th century; the ideological response to Darwinism and the new industrialism. Prerequisite: History 120, 121 or permission of instructor.

370 ORAL AND COMMUNITY HISTORY S
Mr. Ebner

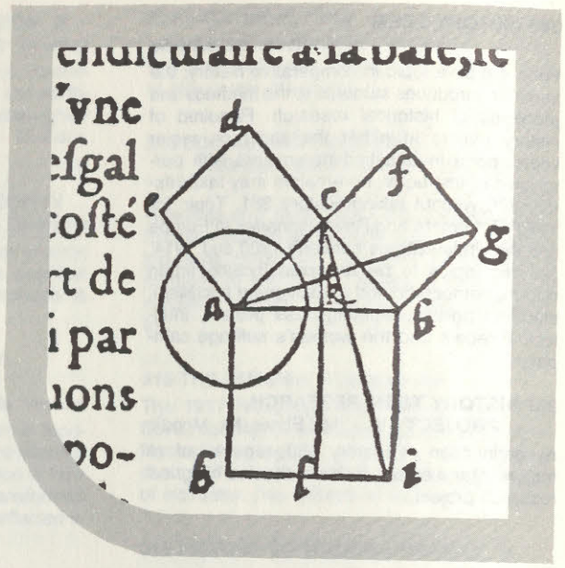
Combining classroom sessions and independent field studies, students conduct interviews in Lake Forest and environs. Prerequisite: History 121 or 175. Topic for 1978: American Society and Politics since 1932. Not open to students who have taken History 104 in Winter 1975.

380 HISTORY TERM W
Mr. Ebner, Mr. Moodie

Focusing on a topic in comparative history, the seminar introduces students to the methods and problems of historical research. Required of history majors in either the junior or senior years, open to qualified non-majors with permission of instructor; non-majors may take History 380 without taking History 381. Topic for 1978: Reformers and Revolutionaries in Europe and the United States between 1900 and 1914. Specific topics to be analyzed include urban reform, democratic and revolutionary socialism, electoral politics, working-class protest, intellectual rebels and the women's suffrage campaign.

381 HISTORY TERM RESEARCH PROJECT W Mr. Ebner, Mr. Moodie

A continuation of History 380, required of all majors. Major emphasis on a directed historical research project.



MATHEMATICS

Professors Shively (Chairperson), Troyer; Associate Professors ††Packel, *C. Smith; Assistant Professors Bell, Cochran, Comerford; Instructor ‡Bopp

The Mathematics Department has a flexible program of courses both for students who wish to concentrate in mathematics and the sciences and for those whose major interests are in the humanities and the social sciences.

Students chosen for the Honors sections may complete the minimum requirements for the major in two rather than the usual three years. Advanced courses and independent study may then be started as early as the junior year.

Mathematics 150 and 160 constitute a two term sequence designed especially for students in the humanities and the social sciences. These two courses provide non-science majors with a background in modern mathematiccs which their respective disciplines require. No previous college mathematics is required as a prerequisite.

The Department of Mathematics uses all the facilities of the College Computer Center to integrate computer science and computer techniques into its courses. The Computer Center consists of a PDP 11 computer with time sharing capabilities along with the usual peripheral equipment. The computer is used as a tool for the numerical solution of problems, and is utilized to augment the understanding of concepts and principles. It is also used for student and faculty research. A strong minor in computer science may be built around a core of courses consisting of Mathematics 170, 270, 272, 314, and various independent study projects.

The minimum requirements for the major in mathematics consists of Mathematics 110, 111, 210, 211, 212, (or in the honors sequence; 115, 116, 117, 216, 217), 330, 331, plus one additional course numbered 300 or above. A two course sequence outside of mathematics in which mathematics is used as a tool is required. This requirement is normally satisfied by electing two courses in the Physics 120 series. Exceptions to this must be approved by the department. In addition a reading knowledge of a foreign language is strongly recommended. Students who plan to enter graduate school to study for advanced degrees will want to complete Mathematics 410, 411 and additional electives.

Mathematics 103, 105, 150, 160, 162 and 170 may not be counted toward the major.

††Sabbatical Leave of Absence, 1977-78.
*Medical Leave of Absence, 1977-78.
‡Part-time Teaching, 1977-78.

103 MATHEMATICS OF GAMES AND GAMBLING

Mathematical topics relevant to analysis of and strategy for various common games of skill and chance (backgammon, craps, roulette, etc.) followed by topics in elementary game theory. Emphasis on mathematical reasoning behind betting and play. Prerequisite: Experience with some games of the above type and interest in the mathematics behind them. (Not offered in 1977-78.)

105 ELEMENTARY FUNCTIONS FS

Mr. Shively, Staff

Properties of functions with emphasis on polynomial, exponential, logarithmic, and trigonometric functions. Analytic geometry.

110 CALCULUS I FW

Ms. Bopp, Mr. Shively

The calculus of functions of one variable. Limits; continuity, differentiation, and applications; a brief introduction to integration. Prerequisite: 3½ years of high school mathematics.

111 CALCULUS II S

Ms. Bopp, Mr. Shively

The calculus of functions of one variable. Integration, infinite series, introduction to differential equations. Prerequisite: Mathematics 110.

115 HONORS CALCULUS I F

Mr. Troyer

Theory and applications of the calculus of functions on one variable. Limits, continuous functions, differentiable functions, and their applications. Permission of instructor.

116 HONORS CALCULUS II S

Mr. Troyer

Theory and applications of the calculus of functions of one variable. Integrable functions, infinite series, and introduction to differential equations. Permission of instructor.

117 LINEAR ALGEBRA W

Mr. Troyer

Theory and application of vector spaces with emphasis on the vector spaces R^2, R^3, R^n. Linear independence, bases; dimension; the scalar product; lines and planes in R^3; systems of linear equations; linear transformations and matrices. Permission of instructor.

150 INTRODUCTION TO PROBABILITY THEORY AND STATISTICAL INFERENCE S

Mr. Bell

Designed for students in the social and life sciences. Finite probability theory, distributions, sampling, correlation, and regression, Chi square and other tests of significance. Emphasis on the use of the computer as a tool and on applications to a variety of disciplines.

160 FINITE MATHEMATICS WITH APPLICATIONS W

Staff

Mathematical topics as needed to build and solve mathematical models of situations in the life, social, and managerial sciences. Finite sets; permutations and combinations with applications to probability theory; vectors, matrices, and linear programming; game theory; computing.

162 ELEMENTARY MATHEMATICS FOR HIGH SCHOOL TEACHERS

Logic; sets; functions; number systems and their properties. Introduction to transformation geometry. (Offered at Barat College in 1977-78.)

170 INTRODUCTION TO COMPUTER SCIENCE WS

Mr. Bell, Mr. Cochran

The BASIC programming language, algorithms, and problem solving. Practical and theoretical exposure to computing concepts. Includes applications and examples from the humanities, social sciences, and physical sciences.

210, 211, 212 LINEAR ALGEBRA AND MULTIVARIABLE CALCULUS FWS

Staff

Linear algebra, multiple integration, and partial differentiation, Stokes and Green's theorems. A transition from elementary calculus to functions of real variables. Prerequisite: Mathematics 110, 111.

214 DIFFERENTIAL EQUATIONS

Techniques of solving ordinary differential equations including infinite series methods. Properties of linear systems and their interplay with vector space theory. Applications of differential equations. Prerequisite: Mathematics 111. (Not offered in 1977-78.)

216, 217 HONORS MULTIVARIABLE CALCULUS

Theory and application of functions of several variables. Derivatives, vector calculus, real valued functions, multiple integration, vector field theory. Permission of instructor. (Not offered in 1977-78.)

230 NUMBER THEORY F Mr. Bell

Mathematical induction, divisibility properties of integers, prime numbers, congruences. Prerequisite: Mathematics 111 or permission of instructor.

260 HISTORY OF MATHEMATICS

A survey of the important concepts of mathematics from the time of the Babylonians to the present. Emphasis on contributions of the most prominent individuals associated with the development of mathematics. Permission of instructor. (Not offered in 1977-78.)

265 ELEMENTS OF MODERN MATHEMATICS

A course designed to bridge the gap between the techniques of elementary mathematics and the more advanced courses involving abstract mathematics. Emphasis on constructing rigorous proofs. Mathematical logic, elementary set theory, the number systems and ordinality. (Not offered in 1977-78.)

270 TOPICS IN COMPUTER SCIENCE

Varied computer topics which may include machine and assembly language, computer logic and design, data structures, sorting and searching, compilers, and a survey of current computers and languages. Prerequisite: Mathematics 170 or permission of instructor. (Not offered in 1977-78.)

272 DATA PROCESSING W Mr. Bell

Computer topics and programming related to business and administrative applications, including examples of algorithms, data structures, sorting and searching and their use in management of large data files. Prerequisite: Mathematics 170 or permission of instructor.

310 COMPLEX ANALYSIS

One or more topics from functions of complex variables, Fourier series, integral transforms, special functions and partial differential equations of mathematical physics. Prerequisite: Mathematics 212 or permission of instructor. (Not offered in 1977-78.)

314 NUMERICAL ANALYSIS F Mr. Bell

Linear and polynomial interpolation, finite differences, matrix methods. Solution of equations and systems of equations. Numerical differentiation, integration, and solutions of differential equations. Algorithms and computer applications. Prerequisite: Mathematics 211 or permission of instructor.

330, 331 ALGEBRA FS Mr. Bell

Set theory, groups, rings, integral domains, fields, linear algebra. Prerequisite: A grade of "C" or better in Mathematics 116 or 210, or permission of instructor.

340 GEOMETRY W Mr. Shively

Selected topics from affine, Euclidean, non-Euclidean, projective and differential geometry. Prerequisites: Mathematics 330 or permission of instructor.

350 MATHEMATICAL PROBABILITY S Mr. Shively

Discrete and continuous probability. Distributions, the law of large numbers, the central limit theorem, random variables, generating functions. Prerequisite: Mathematics 210 or permission of instructor.

410 TOPOLOGY

Point set topology. Such topics as topological spaces, separation axioms, covering properties, metrization, convergence and completeness and homotopy theory. (Not offered in 1977-78.)

411 TOPICS IN MODERN ANALYSIS

Introductory notions of functional analysis. Banach spaces, integration and measure, Hilbert spaces, commutative Banach algebras. (Not offered in 1977-78.)

480 SEMINAR

(Not offered in 1977-78.)

MUSIC

Professors Bowen (Chairperson), Kirby; Lecturer ‡Follrath; Teaching Associates Huhn (Organ and Piano), P. Faller (Voice), R. Faller (Brass Wind Instruments), Radon (Flute and Saxophone), Scheuzger (Violin and Viola)

The music department offers students an opportunity to pursue a course of study leading to a music major or to elect courses which will broaden their liberal arts education. If one is interested in performance, it is not only possible to study an instrument, but there is also opportunity to participate in choral groups.

The curriculum for the major places emphasis on courses in music history and theory rather than applied music. Courses in music history are organized to emphasize the major stylistic periods of the Western World. In addition to the study of music in its historical perspective, stylistic developments in music are related to those of other arts. Either Music 104 (Perspectives On Music) or Music 110 (Introduction to Music Literature) is a prerequisite for advanced history courses; but neither counts toward the major in music.

The first two courses in music theory include work with basic melodic and chordal structures, formal modes of musical organization, harmonic analysis, ear-training, and sight-singing. In this integrated approach the student also has an opportunity to compose short compositions. The more advanced courses include counterpoint, fugue, and modern harmony.

A music major should demonstrate a minimum keyboard proficiency or a performing ability on another instrument. Staff members give private instruction in piano and organ, and instruction in other instruments is arranged with qualified musicians from the Chicago area.

The College Choir and Madrigal Singers are the departmental co-curricular music organizations. It is also possible for competent instrumentalists to audition for the Lake Forest Symphony Orchestra. Student directed ensembles are certainly encouraged even though we have no formal instrumental

‡Part-time Teaching, Fall, 1977.

groups on campus. The aforementioned groups present frequent concerts and provide excellent musical experience for all participants.

The major includes Music 150, 151, 230, 233, 250, 251, 340, and 341. In addition to the required course work, majors must have one year of applied music and must participate in choir. A reading knowledge of German is encouraged, especially for the student who may want to pursue graduate study in music.

104 PERSPECTIVES ON MUSIC FS
Miss Bowen, Ms. Follrath, Mr. Kirby

A non-technical introduction to various facets of music through guided listening to selected masterpieces of Western music as well as exposure to popular and folk music and some exposure to Non-Western music. No previous knowledge is needed. Intended for non-majors.

108 FUNDAMENTALS OF MUSIC W½

A study of basic materials of music with emphasis on sight-singing, ear-training, and analysis of melodic styles. (Not offered in 1977-78.)

109 CHOIR FWS Ms. Follrath

Credit may be earned after a year's participation in the group and completion of a research paper.

110 INTRODUCTION TO MUSIC LITERATURE S
Miss Bowen, Mr. Kirby

Explanation of basic materials of music leads to the survey of major musical styles and media of performance from the Middle Ages to the present. Emphasis on listening.

111, 211, 311, 411 APPLIED MUSIC FWS
Staff

Private instruction on piano, organ, orchestral instruments and voice. One half-hour lesson and a minimum seven hours of practice per week. Satisfactory completion of one year of instruction qualifies a student for one course credit. Added fee for private lessons. Any student who desires more than two course credits in applied music or choir must satisfactorily complete the first term of theory.

116 SYMPHONIC MASTERPIECES W
Mr. Kirby

Varied aspects in the history of the symphony from its inception to the present day.

117 INTRODUCTION TO NON-WESTERN MUSIC W Mr. Kirby

A study of music outside the European "Art" tradition. Prerequisite: Music 104 or a knowledge of materials of music. Offered in alternate years. Offered in 1977-78.

150, 151 MUSIC THEORY FS Miss Bowen

Basic vocabulary of materials of musical composition: melodic and chordal structures; diatonic and chromatic harmony with emphasis on four part writing, analysis, and creative work.

210 RUSSIAN MUSIC IN THE 20TH CENTURY W½

A study of varied forms and stylistic traits found in the works of Khatchaturian, Prekófiev, and Shostakovich. (Not offered in 1977-78.)

226 AVANT-GARDE IN 20TH CENTURY W
Miss Bowen

Study of works representing experimental techniques as opposed to traditional concepts of musical composition. (In alternate years. Offered in 1977-78.)

227 HISTORY OF JAZZ W

Principal styles and representative jazz musicians: the rests (including blues and ragtime), jazz in New Orleans and Chicago, big band swing, and modern jazz (since 1945). (In alternate years. Not offered in 1977-78.)

228 CHAMBER MUSIC Mr. Kirby

Historical study of leading forms of chamber music and works of representative composers.

229 HISTORY OF OPERA F

Study of stylistic aspects and analysis of the world's great operas. (Offered in alternate years. Not offered in 1977-78.)

230 COUNTERPOINT W Miss Bowen

"Species" counterpoint, using both modal and tonal approaches in projects. (In alternate years. Offered in 1977-78.)

231 INVERTIBLE COUNTERPOINT AND FUGUE Miss Bowen

Study of double counterpoint in its various forms and fugue techniques. (Offered as required.)

233 FORM AND ANALYSIS W

A detailed study of short lyric forms, the dance forms used in suites, and sonata structures. This leads to both structural and harmonic analysis of works of Bach, Beethoven, Chopin, Schubert and Schumann. (Offered in alternate years. Not offered in 1977-78.)

250, 251 MUSIC IN THE CLASSIC AND ROMANTIC ERAS S Mr. Kirby

Stylistic traits of the 18th and early 19th centuries; works of Haydn, Mozart, and Beethoven. Nineteenth century Romanticism centers around works of Schubert, Schumann, Liszt, Brahms and Wagner.

339 MUSIC IN THE MIDDLE AGES AND RENAISSANCE F

Music history from Gregorian chant to the end of the sixteenth century. (Offered as required.)

332 MODERN HARMONY AND COUNTERPOINT Miss Bowen

(Offered as required.)

340 MUSIC IN THE BAROQUE PERIOD F
Mr. Kirby

Representative composers from 1600-1750, with special attention to J.S. Bach. (In alternate years. Offered in 1977-78.)

341 20TH CENTURY MUSIC S

Trends, techniques, and leading composers of modern music, from the French impressionists to the present. (In alternate years. Not offered in 1977-78.)

343 AMERICAN MUSIC S Miss Bowen

Music in America from the time of the Pilgrims to the present, including "art" music, folk music, and jazz. (In alternate years. Offered in 1977-78.)

480 SEMINAR IN MUSIC HISTORY Mr. Kirby

PHILOSOPHY

Professor Hansen; Associate Professor Lessing; Assistant Professor Kipnis (Chairperson); Lecturer ‡McBrien

Philosophy, "the loving pursuit of wisdom," is vitally related to many human activities. Some philosophers challenge and clarify assumptions that underlie beliefs, institutions, and behavior. Others are concerned with the meaning of human existence as revealed through significant experiences. Whether dealing with "academic" issues or deeply felt personal and social trials, they strive for truth through critical and speculative thinking marked by logical coherence, clarity, enlightenment, and authenticity.

The department emphasizes issues and techniques in attempting to help students develop a philosophic approach to their immediate situation, to their long range goals, and to the thoughts and actions of other human beings in the past, present, and future. Many courses are meant to serve all majors and be relevant to all modes of college and post-college life.

Courses are open to all students except where prerequisites are stated. The minimum major requirement of eight courses must include Philosophy 211, 212, 213, and one 300-level course. Philosophy 100 and 205 may not be counted toward the major.

‡Part-time Teaching, 1977-78.

100 REASONING F Mrs. McBrien

Development of reasoning skills through study of the nature of argumentation and practice in both analyzing and presenting arguments. Topics include techniques for clarifying meaning, tactics for uncovering and avoiding fallacious reasoning, strategies for effectively presenting argumentative positions, and reflections on the nature of reasoning as a distinctly human ability.

110 PHILOSOPHICAL THINKING FS
Mr. Hansen, Mr. Kipnis, Mr. Lessing

What kinds of problems do philosophers deal with? Where does one draw the line between philosophy and other ways of discovering truth such as science and religion? What is the value of philosophy? Questions discussed in conjunction with reading of major western philosophers past and present.

115 EXISTENTIALIST THOUGHT F
Mr. Lessing

Introduction to the existentialist movement through its discursive and literary expressions. Readings in Kierkegaard, Nietzsche, Dostoevski, Kafka, Sartre, Camus, and Buber.

120 CONTEMPORARY ETHICAL ISSUES S
Mr. Kipnis

Discussion of current and controversial ethical issues such as euthanasia, moral obligation and the environment, sexual morality, abortion, discrimination, and preferential treatment. Particular attention will be given to the application of some major ethical theories to these contemporary problems.

150 STUDIES IN JEWISH PHILOSOPHY W
Mr. Lessing

Philosophical response to Jewish experience and tradition defined by ancient scripture and articulated in Philo Judaeus, Saadia, Halevi, Maimonides, into the modern period of Buber, Heschel, Fackenheim, and contemporary Zionist thought.

200 FEMINISM: PHILOSOPHICAL ISSUES W

Examination of feminism and its relationships to three central topics in social philosophy: justice, rights, and equality. Readings include selected feminist writings and materials drawn from philosophy, law, and other disciplines. (Not offered in 1977-78.)

201 MEDICAL ETHICS W Mr. Kipnis

Critical examination of ethical issues arising in the application and organization of biomedical resources. Problems touch on topics such as abortion, malpractice, patients' rights, experimentation with human subjects, distribution of medical care and medical education, allocation of scarce medical resources, concepts of death, genetic research.

203 ETHICS AND THE PROFESSIONS
Mr. Kipnis

Analysis and evaluation of official and proposed codes of ethics in the professions of law, medicine, engineering, social science, and business. Attention will be given to the idea of professional responsibility, the relationships between obligations generated by professional codes and other moral and legal obligations, and the problem of justification of codes of professional ethics. (Offered in alternate years. Offered in 1978-79.)

205 THE HOLOCAUST: PHILOSOPHICAL AND THEOLOGICAL IMPLICATIONS W

Ethical, metaphysical, and religious concerns which issue from the historical and factual dimensions of the Holocaust (the destruction of European Jewry). (In alternate years. Not offered in 1977-78.)

210 SYMBOLIC LOGIC F

Principles and practice of modern formal logic, with some consideration of broader philosophical issues. Suited to students of humanities and social sciences as well as natural sciences and mathematics. (Not offered in 1977-78.)

211 ANCIENT GREEK PHILOSOPHY F
Mr. Hansen

Nature of reality, knowledge, morality, and the ideal life traced from the pre-Socratics through Plato, Aristotle, and post-Classical thinkers to its emergence in medieval philosophy. Major focus: methods and world-views of Plato and Aristotle.

212 RATIONALISM AND EMPIRICISM S
Mrs. McBrien

17th and 18th century European philosophers. The divergent positions of Descartes, Hobbes, Spinoza, Leibniz, Locke, Berkeley, and Hume culminating in the synthesis of Kant. Prerequisite: 110, 211, or consent of instructor.

213 CONTINENTAL PHILOSOPHY: HEGEL TO BERGSON F Mr. Lessing

Idealism, romanticism, existentialism, and vitalism. Readings in Hegel, Kierkegaard, Schopenhauer, Marx, Nietzsche, and Bergson. Prerequisite: 110, 115, 212 or consent of instructor.

220 PHILOSOPHIES OF EDUCATION S

Introduction to contemporary philosophies of education with special attention to their views of human nature and their justification of the claimed goals and values of education. (Also listed in Education 220.) (Not offered in 1977-78.)

230 NIHILISM/PARADISE: PHILOSOPHY IN LITERATURE S

The significance of hopelessness and paradise as illustrated in works by Dostoevski, Camus, DeSade, T.S. Eliot, Elie Wiesel. (In alternate years. Not offered in 1977-78.)

240 PHILOSOPHY OF LAW F Mr. Kipnis

Survey of some main philosophical theories about the nature and justification of law, with intensive examination of several key philosophical problems as they arise in workings of the American legal system. Readings drawn from law and philosophy.

250 PHILOSOPHY OF RELIGION S Mr. Lessing

Relationships between religious conviction and reason through a close look at the nature of religious experience; the role of tradition, ritual, and myth; and the specific ways in which philosophy adds to or challenges religious life. Readings from classical and contemporary works.

260 ESTHETICS: REFLECTIONS ON ART

Understanding the creative process, the nature of art works and appreciation, and the foundations of esthetic criticism. Critical examination of the theory that art expresses emotion. Discussion based on contemporary writings and student involvement in creating and perceiving art. (Not offered in 1977-78.)

310 MODERN ENGLISH PHILOSOPHY S

Movements in England since 1900. Current topics in philosophy of mind, ethics, epistemology, and metaphysics discussed in relation to their treatment by Russell, Moore, Wittgenstein, Ryle, Austin, and Strawson. Prerequisite: Philosophy 212 or permission of instructor. (In alternate years. Not offered in 1977-78.)

320 PHENOMENOLOGY AND EXISTENTIALISM S Mr. Lessing

20th century Continental philosophers and the primacy of "lived existence" for reflecting on decision, suffering, absurdity, estrangement, and intimacy. Readings in Kierkegaard, Nietzsche, Husserl, Heidegger, Sartre, Camus, Jaspers, and Merleau-Ponty. Prerequisite: 115, 211, 212, or 213 (preferably 213). (In alternate years. Offered in 1977-78.)

330 PHILLSOPHY OF SCIENCE S

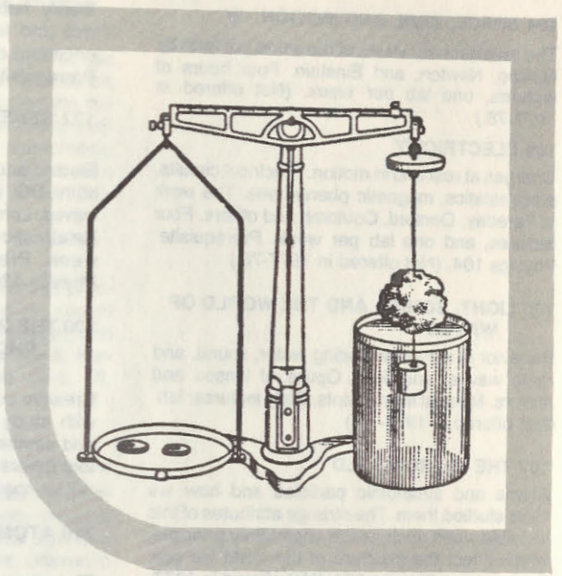
Selected philosophical problems in understanding the character of scientific explanations, theories, and laws. (Not offered in 1977-78.)

380 DIALOGUE W Mr. Hansen

Traditional and non-traditional philosophic areas not covered elsewhere in the curriculum. This year's topic: philosophical foundations and critiques of psychotherapy. Prerequisite: one philosophy course or consent of the instructor.

480 SYMPOSIUM

Seminar primarily for junior and senior majors, though open to non-majors with the instructor's permission. Special topic chosen for each year after consultation with majors. (Not offered in 1977-78.)



PHYSICS

Professors ‡Donnally (Chairperson), R. Faber, Jeong (Acting Chairperson); Assistant Professors Davis, Liu

Physics is an important part of the total of modern man's knowledge. Study provides insight into this role of physics in the continuing development of our culture with respect to both the external environment of man and the development of contemporary thought.

Physics 120, 121 and 122 are the introductory sequence which should be taken by those students majoring in the physical sciences and by those students who desire a more detailed quantitative study of physical principles and phenomena.

Courses numbered 104 through 109 and 200 are topical courses designed for students not majoring in the sciences who want to explore physical principles on a less detailed level and with some attention to the relation of physics to other human endeavors.

The major includes 120, 121, 122 and 210. Courses numbered from 104 through 109 and 200 will not normally count toward the major requirements in physics, but in special cases, such as a late decision to major in physics, exceptions may be made to this rule by the department chairperson.

‡Part-time Teaching, 1977-78.

104 SPACE, TIME, AND MOTION W

The revolutionary views of the world put forth by Galileo, Newton, and Einstein. Four hours of lectures, one lab per week. (Not offered in 1977-78.)

105 ELECTRICITY

Charges at rest and in motion. Electrical circuits, electrostatics, magnetic phenomena. The work of Faraday, Oersted, Coulomb and others. Four lectures, and one lab per week. Prerequisite: Physics 104. (Not offered in 1977-78.)

106 LIGHT, SOUND, AND THE WORLD OF WAVES

Behavior of waves, including water, sound, and radio waves, and light. Optics of lenses and mirrors. Musical instruments. Daily lectures; lab. (Not offered in 1977-78.)

107 THE MICROWORLD

Atoms and subatomic particles and how we have studied them. The strange attributes of this invisible world such as the uncertainty principle, which affect the structure of the world we see. Prerequisite: Physics 104. (Not offered in 1977-78.)

108 THE ENERGY CRISIS F Mr. Jeong

How can the world's growing demand for energy be satisfied? Merits of present and proposed energy conversion methods: Problems with regard to environmental degradation, distribution, storage, cost, availability.

109 ASTRONOMY AND COSMOLOGY S
Mr. Faber

The solar system and planetary motion, the nature and evolution of stars, star clusters, and galaxies; and the structure and origin of the universe. Four meetings per week; observations as weather permits.

120 GENERAL PHYSICS F
Mr. Faber, Mr. Davis, Ms. Liu

Newton's laws of motion, conservation of energy and momentum. Types of motion treated include: translation, rotation, oscillation. Traveling and standing waves in strings, rods, springs, and pipes. Four lectures, one lab per week. Prerequisite or corequisite: Mathematics 110.

121 GENERAL PHYSICS W
Mr. Davis, Mr. Faber

Temperature and heat measurement, the ideal gas laws, laws of thermodynamics, kinetic theory, heat engines. Geometrical optics of mirrors and lenses. Optical instruments. Interference and diffraction of light. Daily lectures; lab. Prerequisite: Mathematics 110, Physics 120.

122 GENERAL PHYSICS S
Mr. Davis, Mr. Donnally, Ms. Liu

Electric and magnetic fields. Circuit elements in both DC and AC circuits. Electromagnetic waves. Length, time, and mass transformations. Relativistic energy. Four lectures, one lab per week. Prerequisite: Mathematics 110 and Physics 120.

200 THE PHYSICS AND THE ART OF PHOTOGRAPHY W
Mr. Croydon, Mr. Donnally

Creative use of the photographic medium along with study of appropriate scientific principles and aesthetic values. Works of influential photographers and important photographic themes will be analyzed. (Also listed as Studio Art 240.)

210 ATOMIC AND NUCLEAR PHYSICS F
Mr. Donnally, Ms. Liu

The structure of atoms and nuclei from the viewpoint of theory and experiment, including an introduction to the quantum theory. Nuclear reactions and models of the nucleus. Elementary particles. Four lectures, one lab per week. Prerequisites: Physics 121 and 122 and Mathematics 110.

230 THERMODYNAMICS

Fundamental ideas of temperature, heat, equilibrium, and entropy. Primarily macroscopic, but with some emphasis on the microscopic; statistical basis of thermodynamics. Prerequisites: Physics 121 and Mathematics 111. (In alternate years.) (Not offered in 1977-78.)

240 ELECTRONICS

Transistors, diodes, and their application in electronic circuits. Amplifiers, oscillators, logic circuits, computing circuits. Electronic instruments and measurements. Four lectures per week; lab. Prerequisite: Physics 122. (Not offered in 1977-78.)

250 ANALYTICAL MECHANICS S
Mr. Jeong, Ms. Liu

Mathematical physics in the field of mechanics. Mechanics of single particles, systems of particles, rigid bodies, vibrations and wave motion. Prerequisites: Mathematics 110, 111 and Physics 120.

310, 311 ELECTRICITY AND MAGNETISM FS Mr. Davis

Electrostatics and solutions of electrostatic problems. Microscopic theory of dielectrics. Magnetic field of a steady current and the microscopic theory of magnetic properties of matter; Maxwell's equations; radiative phenomena; electrodynamics and elements of modern optics. Four lectures, one lab per week. Prerequisite: Physics 210.

350 ASTROPHYSICS

The physical explanation of astrophysical processes and objects, with emphasis on recent astrophysical developments. Four lectures, one journal club, and one laboratory per week. Prerequisite: Physics 210. (In alternate years. Offered in 1978-79.)

410 ADVANCED ANALYTICAL MECHANICS W Mr. Jeong, Ms. Liu

Emphasis on generalized coordinates. Newtonian, Lagrangian, and Hamilton-Jacoby theories in mechanics. Prerequisites: Physics 250 and Mathematics 210. (In alternate years. Offered in 1977-78.)

420, 421 QUANTUM MECHANICS

Formal, deductive approach to the quantum theory, with applications to atoms, molecules, and solids. Five classes per week for 420. Four classes, one lab per week for 421. Prerequisites: Physics 210 (or permission of instructor) and Mathematics 210.

POLITICS

Associate Professors ‡Fischer, Galloway, C. Miller (Chairperson), Mojekwu; Assistant Professor W. R. Smith, Williams; Instructor Carens

The study of politics is an attempt to make sense of and impose order on the phenomena of human governance. It has to do with power and authority, legislatures and courts, war and peace, ideologies and the public welfare. Politics can be studied through the history of peasant revolts and presidential resignations; through the discussion of justice and equality, constitutionalism and political modernization; through research by microfilm and interview; through the techniques of statistics and simulation; and through the experience of living abroad or working as an intern in a government agency.

The courses in the Politics Department are designed to permit both majors and non-majors to study these themes and methods of politics. The major in the Department consists of a minimum of eight courses: two introductory courses (110 and 120) and six advanced courses, including at least one from each of the five subfields of politics, and from these courses: American Politics (220, 221, 222, 223), Public Law (360, 365), Comparative Politics (210, 211, 212, 214, 313), International Relations (240, 340), and Political Theory (250, 350, 357, 358). The Department encourages individual study in politics beyond the required courses. This study may take the form of tutorials, independent research, internships, or a senior thesis.

Note on Politics 110 and 120: These two courses are designed for freshmen and sophomores. Juniors and seniors interested in a first politics course should consult departmental faculty for advice. The two courses are independent of each other and may be taken in either order. Politics 110 excludes American politics; Politics 120 is about American politics only. Therefore 110 is the normal prerequisite for further courses outside American politics and 120 is the normal prerequisite for further courses in American politics. The prerequisites may be waived with the permission of the instructor.

110 INTRODUCTION TO POLITICS: THEORY, COMPARATIVE, INTERNATIONAL FWS
Mr. Galloway, Mr. C. Miller, Mr. Mojekwu

Basic concepts in political science; selected governments other than the United States; analysis of current political problems; some reading in political theory and political novels.

120 AMERICAN POLITICAL INSTITUTIONS FS
Mr. Carens, Mr. R. W. Smith, Ms. Williams

Overview of American politics including origins of the system, the basic institutions, political parties and interest groups; and the evolution of constitutional interpretation.

122 BLACK POLITICS IN CHICAGO W½
Ms. Williams

Black politics in urban America using Chicago as a case study. Topics include the black labor market, politics as a response to oppression, black politics and the Democratic machine, the future of black politics in Chicago. No prerequisites.

161 LIFE, DEATH, AND THE CONSTITUTION W½ Mr. C. Miller

Confrontation of ethics and the law through the abortion and capital punishment cases in the Supreme Court. No prerequisites.

210 COMPARATIVE EUROPEAN CONSTITUTIONAL SYSTEMS S
Mr. R. W. Smith

A comparative study of the government and politics of Great Britain, France and the Federal Republic of Germany.

211 COMPARATIVE COMMUNIST SYSTEMS F Mr. R. W. Smith

Political systems of the Soviet Union, Eastern Europe, and China, in comparative perspective and with particular emphasis on ideology, political institutions, the Communist Party, and leadership.

212 NON-WESTERN POLITICS W
Mr. Mojekwu

Special topics relating to Third World Nations in Africa and Asia, e.g., industrialization and ecology; power and authority in non-industrial society and culture. The focus in 1977-78 is India.

213 INTRODUCTION TO AFRICAN POLITICS AND SOCIETY F
Mr. Mojekwu

An integrated and interdisciplinary course in the politics and history of African peoples; survey of the geography, the prehistory and cultures of Africa; dynamics of the politics and history of medieval and precolonial Africa. Prerequisite for Politics 313 and 413, and for term abroad in Africa and for major in Area Studies — Africa.

214 GOVERNMENT AND POLITICS OF LATIN AMERICA Mr. Galloway

Political systems of contemporary Latin America with emphasis on selected countries for in-depth study. (Not offered in 1977-78.)

215 INTRODUCTION TO JAPAN W
Mr. C. Miller and Ms. Osako

Social and political aspects of Japan through social science literature and first-hand exposure to Japanese culture. The class will simulate Japanese social organization as much as is practical. Prerequisite: Politics 110 or Sociology and Anthropology 110 or consent of instructor.

216 INTRODUCTION TO CONTEMPORARY AFRICAN POLITICS AND SOCIETY THROUGH LITERATURE
Mr. Kling, Mr. Mojekwu

The works of several African writers (in English, and in translations from the French), including Achebe, Ekwensi, Ikejiana, and Soyinka. Prerequisites: Politics 110 or sophomore standing; or consent of instructor. (Not offered in 1977-78.)

220 POLITICAL PARTIES S
Mr. R. W. Smith

American parties, pressure groups, and electoral problems.

221 THE PRESIDENCY F Ms. Williams

An analysis of the executive in national government.

222 THE LEGISLATIVE PROCESS

Organization and roles of Congress, with some examination of other legislative bodies. (Not offered in 1977-78.)

223 LOCAL POLITICS AND ADMINISTRATION F

Problems of political and social organization in Central Cities. (Not offered in 1977-78.)

230 PSYCHOPOLITICS W½ Mr. Galloway

The study of psychological dimensions in politics, e.g., the psychopathology of leaders (Woodrow Wilson, Richard Nixon), charisma (Castro), revolutionary leadership and mass mobilization (Mao), and personality traits of selected political philosophers (Rousseau and J. S. Mill). Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor.

240 AMERICAN FOREIGN POLICY S Mr. Galloway

The roles of culture, history, the separation of powers, and various elites and interest groups in influencing foreign policy; problems of morality, rationality, and the national interest; chronological survey of various issue areas since World War II.

241 THE VIETNAM WAR W

Vietnam's domination by China, France, and the United States. Analysis of the "final" Vietnam war from the perspectives of the United States and Vietnam. Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor. (Not offered in 1977-78.)

250 INTRODUCTION TO POLITICAL THEORY W Mr. Carens

Discussion of conflicting views on topics such as civil disobedience, black power, feminism, abortion, income distribution, "victimless crimes," censorship, political ethics, and revolutionary violence. Seminar-discussion format. No prerequisites.

251 CONSERVATIVE POLITICAL THOUGHT IN AMERICA W½

An analysis of the views of contemporary conservative thinkers on authority, individual freedom, moral values, capitalism, social change. Prerequisites: Politics 110 or 120; or sophomore standing; or consent of instructor. (Not offered in 1977-78.)

260 THE LEGAL PROCESS S Mr. Mojekwu

An introduction to the functions of the legal system in the United States. Prerequisite: Sophomore standing.

290, 291 TUTORIAL

To be arranged individually with an appropriate faculty member.

311 COMMUNIST FOREIGN POLICY

Foreign policy development in Communist states with primary reference to the Soviet Union and China. Topics include policy-making process, intra-bloc relations, policies toward developing areas and the West, behavior in international organizations. (Not offered in 1977-78.)

313 GOVERNMENT AND POLITICS OF SUBSAHARAN AFRICA S Mr. Mojekwu

The emergency of the new states of sub-Saharan Africa from colonial status; the problems these states face in the operation of modern government and in nation-building. Prerequisite: Politics 213 or permission of instructor.

320 PUBLIC ADMINISTRATION S Mr. Carens

A study of the role of bureaucracy in political systems. Topics include the responsiveness of bureaucracy to political leadership, governmental ethics, the relation of bureaucracy to democracy, and studies from other nations. (Not offered in 1977-78.)

321 PUBLIC POLICY ANALYSIS S Ms. Williams

Theories of public policy analysis and several policy areas, such as energy, race, housing, transportation. The topic for 1977-78 is education.

322 PROBLEMS IN AMERICAN POLITICS W Ms. Williams

The topic for 1977-78 is Elites and American Democracy.

323 REGIONAL POLITICAL BEHAVIOR F Mr. Fischer

The focus is the metropolitan area rather than local communities. Topics include metropolitan reform, city-suburban conflict, and certain metropolitan-wide policy controversies like social integration, equitable taxation, and regional transportation.

340 WORLD POLITICS F Mr. Galloway

Continuity and change in international relations; consideration of the causes of war and the conditions of peace.

345 PEACE RESEARCH AND WORLD ORDER W

Models of world order concerning the Third World and North-South relationships. (Not offered in 1977-78.)

350 DEMOCRATIC THEORY Mr. Carens

Classical and contemporary thought on majority rule and minority rights, participation, elites, pluralism, rule, subgroups. (Not offered in 1977-78.)

353 TOPICS IN POLITICAL THEORY S Mr. Carens

The topic for 1977-78 is Capitalism and Social Change.

354 JUSTICE: JOHN RAWLS AND HIS CRITICS W½

Discussion of the roles of liberty and equality in a just society through careful study of Rawls' **A Theory of Justice** and the critical responses it has provoked. (Not offered in 1977-78.)

355 THE POLITICS OF ARISTOTLE W½ Mr. C. Miller

A study of the foundation work of political science in the western tradition. Prerequisite: Junior standing and any one of these courses: History 210, Philosophy 211, Politics 250, 358; or consent of instructor.

357 POLITICAL THOUGHT: PLATO TO MACHIAVELLI

Western political thought from the Greeks through the renaissance. (Not offered in 1977-78.)

358 POLITICAL THOUGHT: HOBBES TO THE PRESENT F Mr. Carens

Selected political philosophers from the 17th century to the present.

360 AMERICAN CONSTITUTIONAL LAW F Mr. C. Miller

A study through Supreme Court cases of major themes in American constitutional law from 1789 to the present.

361 O.W. HOLMES: CONSTITUTIONAL LAW AND LEGAL PHILOSOPHY W½

Selected opinions and other writing of Justice Holmes. Emphasis on legal realism, legal positivism, theory of free expression, the function of the judiciary. Prerequisite: one of these courses — Politics 360, 365, History 365, or Philosophy 240. (Not offered in 1977-78.)

365 CIVIL LIBERTIES S Mr. C. Miller

Problems in civil liberties and civil rights relating law to politics, society, and cultures; U.S. court cases, selected classical theorists, materials from other countries.

380 JUNIOR SEMINAR

(Not offered in 1977-78.)

390, 391 INDEPENDENT RESEARCH

To be arranged individually with an appropriate faculty member.

413 SEMINAR ON MODERN AFRICA S Mr. Mojekwu

Interdisciplinary seminar examining major social, economics, and political problems confronting contemporary African states. Prerequisite: Politics 313 or permission of instructor.

440 THE MULTINATIONAL CORPORATION

A study of the roles of multinationals vis-á-vis nation states and the processes of development and underdevelopment. (Not offered in 1977-78.)

480 SENIOR SEMINAR

(Not offered in 1977-78.)

490, 491 SENIOR THESIS

To be arranged individually with a faculty supervisor.

PSYCHOLOGY

Professors Forgus, (Chairperson), *Krantz; Associate Professors Behling, ‡Frankel, Glassman; Assistant Professors, Michaels, ‡Riger, Rindskopf

Psychology is a science, and an idealistic one. It takes as its goal not only technological discoveries about behavior, but also the expression of new conceptions of what it means to be human. In the words of George A. Miller, former president of the American Psychological Association: "I believe that the real impact of psychology will be felt . . . through a new and different public conception of what is humanly possible and what is humanly desirable. I believe that any broad and successful application of psychological knowledge to human problems will necessarily entail a change in our conception of ourselves and of how we live and love and work together."

The program of the Lake Forest College Psychology Department focuses on the scientific study of behavior. It is the goal of the department to use this study not only to develop the intellect of its students and faculty, but also to develop their sensitivity and wise responsiveness to human problems. The faculty sees psychology as an empirical approach which is to be used toward the understanding of the tasks of life.

The department strongly emphasizes the study of psychology as preparation for those persons who plan to enter graduate school, to become psychological workers, or to join related professions. Our students have established successful records in this regard. The department is equally committed to offering meaningful programs for students who do not intend to utilize psychology professionally. Study is intended to have meaning in itself at this moment in the lives of students and faculty. The curriculum acknowledges that we are not only preparing for future activities, we are living and confronting psychological issues now.

*Leave of Absence, Fall, 1977.
‡Part-time Teaching, 1977-78.

With these goals in mind, the program concentrates on experimental and theoretical courses, practical experience, and heavy involvement in independent study. Close faculty-student contact is maintained. The ability of students to direct and motivate themselves is respected. We believe that students learn best by actively doing, and we encourage work in actual research and service settings. To this end we have available special programs in community, child, family and mental health specialties. This training prepares students to be psychological workers upon graduating.

The department sponsors a chapter of Psi Chi, national honorary society of psychology. The Psychological Services Center, operated out of the department, is a part of our involvement in the total life of the campus.

Majors can specialize in any of the following areas: Experimental (Ms. Michaels, advisor); Social (Mr. Krantz, advisor); Community (Ms. Riger, advisor); Clinical (Mr. Forgus, advisor); Child Development (Ms. Frankel, advisor). The major requires Psychology 220, 310 and 320. The following additional courses are strongly suggested for students planning to undertake graduate study in psychology: Psychology 370, 410 and 420. All professional activity in psychology requires the ability to evaluate original research literature, and much professional activity requires the ability to perform such research. Therefore, applications for professional work or graduate study are ordinarily rejected without study equivalent to Psychology 420.

Psychology majors may, by taking the appropriate courses, prepare themselves for careers as mental health workers, especially in the areas of counseling and psychotherapy, community psychology, and special education. The department will advise interested students about the courses leading to such career specialization.

All courses at the 100-level are open without prerequisites. Psychology 110 is designed as a general overview of the various concerns of psychology. Other 100-level courses are topical introductions to the field; i.e., they introduce psychological principles and methods as applied to specific issues. At least one course from the 100-level sequence is prerequisite to all other courses in the department.

110 SURVEY OF PSYCHOLOGY FS

Mr. Behling, Mr. Forgus, Mr. Glassman, Mr. Krantz, Ms. Michaels, Ms. Rindskopf, Staff

A review of contemporary psychology, including considerations of learning, perception, motivation, emotion, development, personality, and social interaction.

114 ENVIRONMENTAL PSYCHOLOGY W

The relationship between the physical setting and human behavior; the need for privacy and "personal space", the effects of overcrowding, the psychological effects of modern architecture, the impact of the urban setting. (Not offered in 1977-78.)

115 TOPICAL INTRODUCTION: HOW TO BE SANE IN A CRAZY WORLD W

Mr. Krantz

"Everybody is crazy except you and me, and sometimes I worry about you." So goes the argument of some recent critics, like R. D. Laing, of contemporary views of sanity. How plausible are the differing positions about sanity? What implications do these views have for successful living in the world? These two questions provide the focus for class lectures and discussions.

118 SOCIAL PSYCHOLOGY MOVIES, AND MASS COMMUNICATIONS FS

Mr. Behling

Influence of movies, television, newspapers, and other organs of mass communications on the attitudes and personality of their audiences; basic perceptual principles as means of understanding the emotional impact of movies and TV; analysis of psychological themes in movies.

119 PSYCHOLOGY OF AGGRESSION FS

Mr. Glassman

The problem of aggression including consideration of aggressive behaviors in animals, human evolution, social psychology, learning and psychopathology. Is aggression a human instinct? Is it rational or irrational?

120 TOPICAL INTRODUCTION: THERAPEUTIC APPROACHES TO LOVE AND LONELINESS W

An introduction to humanistic psychology and existential issues. Study will focus on the nature of love and loneliness in the struggle to encounter others authentically. The ramifications of authenticity including joy and conflict, are explored. Theories and techniques related to interaction styles and communication processes will be examined in the context of enhancing

personal relationships. Emphasis will be upon creating greater intimacy and growthful relationships. (Not offered in 1977-78.)

210 DEVELOPMENT OF PERSONALITY FWS Mr. Forgus, Ms. Rindskopf

Human development; potentialities for health, full functioning, growth, and creativity. The development of the child from conception to puberty with emphasis on the adaptive personality.

211 ADOLESCENCE TO AGING W Ms. Rindskopf

The study of the adolescent experience from a psychological point of view. The course will include the discussion of many aspects of development during adolescence, including personal, social, moral, intellectual, physical and sexual. Relationships with parents, schools, and society will be examined.

212 PSYCHOLOGY AND ETHICS IN DIALOGUE F Mr. Bartlett, Mr. Behling

Relationships of the individual to society examined from the viewpoints of Psychology and Ethics. Taught by members of the Psychology and Religion Departments. (Also listed as Religion 212.)

220 CONCEPTUAL AND QUANTITATIVE FOUNDATIONS OF PSYCHOLOGY FS Mr. Krantz

Examination of assumptions underlying psychological theorizing, research, methodology, and quantification. Application of research techniques and conceptual measurement.

230 PSYCHOLOGY OF SEX DIFFERENCES F Ms. Riger

Sex differences, real and imagined, from a biological, psychological, organizational, and cultural-historical perspective.

240 ORGANIZATIONAL AND INDUSTRIAL PSYCHOLOGY W Ms. Riger

The human side of management; why people work; increasing worker's motivation; enhancing the productivity of work groups, interpersonal relations in work settings; effective leadership in organizations.

255 SOCIAL PSYCHOLOGY OF OPPRESSION FS Ms. Croskey, Ms. Frankel

Sociopsychological consequences of prejudice upon minorities, i.e., women, blacks and religious groups. How does oppression affect intelligence, achievement, attitude, personality and emotional characteristics. What are the societal conditions which breed prejudice and oppression. No prerequisite.

260 SOCIAL BEHAVIOR: INDIVIDUAL PROCESSES W Mr. Behling

The individual in society: the social psychology of communications, the study of the formation and alteration of social perceptions and attitudes.

270 INTERPERSONAL AND GROUP PROCESSES Summer Ms. Riger

The individual in society: why people join groups; liking and disliking others; interpersonal influence and social power; conformity and development of leadership roles and communication processes in groups; crowd behavior.

310 BASIC PROCESSES: PERCEPTION S Ms. Michaels

Covers visual and auditory perception from several perspectives. Analysis includes anatomy and physiology, information processing approaches, speech production and perception, and the theoretical and metatheoretical underpinnings of research. Prerequisite: Psychology 220 or permission of instructor.

318 PSYCHOLOGY APPLIED TO EDUCATION W Ms. Frankel

Principles of psychology as applied to the learning process, learning situation, learner and teacher. (Also listed as Education 310.) Open to under classmen, but preference given to juniors and seniors. Prerequisite: Psychology 210 or permission of instructor.

320 BASIC PROCESSES: LEARNING FWS Mr. Glassman, Ms. Michaels

The experimental study of learning and its relation to motivation and perception. Comparison of learned and instinctual processes in man and animals. Behaviorist, cognitive, and ethological approaches. Prerequisite: Psychology 220 or permission of instructor.

330 MOTIVATION AND PERSONALITY FS Mr. Forgus

Origin and arousal of motives in human personality, including coverage of human values, emotions, conflicts, and frustrations. Prerequisite: Psychology 210 or permission of instructor.

340 BEHAVIOR DISORDERS AND LEARNING DISABILITIES IN CHILDREN S Ms. Frankel

A course dealing with specific problems occurring in early development — covering such areas as mental retardation, emotional disturbance, and learning disabilities. We will focus on special diagnostic problems and specific methods of treatment including play therapy and classroom techniques for facilitating learning. Field experience will also be required. Prerequisite: Psychology 210 or permission of instructor.

350 ABNORMAL PSYCHOLOGY F

Origins, treatment, and case studies of common behavior disorders analyzed in the context of adaptive personality development. Prerequisite: Psychology 210 or permission of instructor. (Not offered in 1977-78.)

360 DIAGNOSTIC TECHNIQUES OF PERSONALITY EVALUATION

Personality structure and dynamics through projective techniques and psychometric tests of intelligence. Supervised experience in administering, scoring, and interpreting. Emphasis on diagnostic procedures and appropriate recommendations for treatment. Psychology 210 or permission of instructor. (Not offered in 1977-78.)

370 PHYSIOLOGICAL PSYCHOLOGY F Mr. Glassman

How the brain participates in psychological processes: perception, motivation, learning, movement, language, consciousness. Laboratory involves brain stimulation, recording, and ablation experiments in animals and demonstration of "biofeedback" in humans.

371 ADVANCED TOPICS IN BRAIN RESEARCH W Mr. Glassman

Seminar discussions of theories of brain function and related philosophical issues. Supervised individual laboratory/library research projects. Prerequisite: Psychology 370.

380 PSYCHOLOGY OF INDIVIDUAL DIFFERENCES FS Ms. Rindskopf

The study of psychological and behavioral variation among persons in different racial, ethnic, social class, cultural, and sexual groups. Major topics include the nature and use of intelligence tests; behavior genetics and the inheritance of intelligence; cultural deprivation. Implications of individual differences for interpersonal relationships, education and social policy will be discussed.

390 SEMINAR IN COGNITIVE PSYCHOLOGY FS Ms. Michaels

The light side of experimental epistemology. Content will vary. Examination and evaluation of current theory and research in perception, learning, and/or psycholinguistics. Prerequisites: Psychology 310 and 320 or permission of instructor.

410 MODELS OF MAN S

Differing views of man presupposed by psychological theory; emphasizes machine, cognitive, irrational, and existential images of man. Historical, philosophical and psychological analysis; directions and growth of psychological thought. Prerequisite: Senior standing or permission of instructor.

420 DESIGN AND ANALYSIS OF EXPERIMENTS W Ms. Michaels

Experimental design, statistical inference, and quantitative methods, with emphasis on basic statistical concepts and computer applications. Prerequisite: Psychology 220 or permission of instructor.

430 COMMUNITY PSYCHOLOGY FS Ms. Riger

Impact of the social and physical environment on the mental health of individuals; the effect of urban and rural settings on people; the theories and methods of changing communities to enhance psychological well-being; utopian communities; historical changes in approaches to social problems. Prerequisite: Psychology 220 or permission of instructor.

440 CLINICAL PSYCHOLOGY F Mr. Forgus

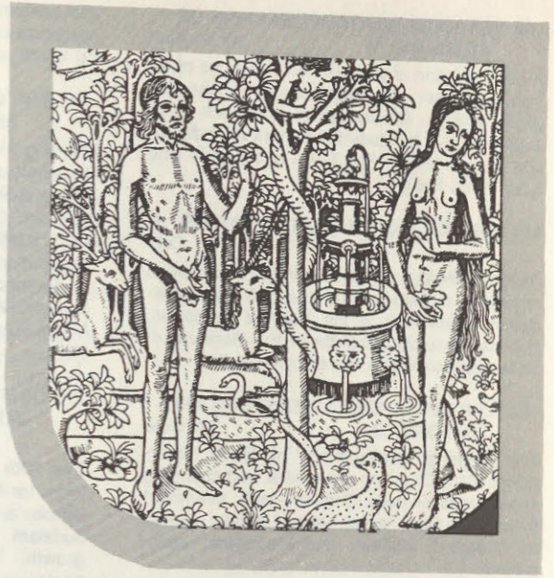
The course is to help prepare the student to practice clinical psychology by providing intensive instruction and practicum experience in the diagnosis and remediation of individual, child, marriage, family and community problems. This includes psychotherapy. These clinical skills are practiced in the context of theories about the nature of man, personal satisfaction and values. Each student will have practicum experience with clients of his or her choice.

470 PRACTICUM: INTERPERSONAL PROCESSES FW Ms. Riger

Supervised practice in applying psychological principles in research or service settings. Open to junior and senior psychology majors with permission of instructor. (Because the practicum experience varies, students may be permitted to repeat.)

485 SEMINAR: COMMUNICATIONS AND INFLUENCE

Recent research in the social psychology of interpersonal and mass communications, with emphasis on techniques of communication, empathy, and influence. Prerequisite: Either Psychology 260 or 270. (Not offered in 1977-78.)



RELIGION

Professor Bartlett; Associate Professor Cole (Chairperson); ‡Lecturer R. Miller

Courses in the Department of Religion are intended to offer students some understanding of religious thought, art, and literature, to examine the interrelationships between religious expressions and the particular cultural matrix in which they have taken form, and to develop the appropriate tools of analysis for the study of religious literature and history. It is not the purpose of the department to indoctrinate or propagandize, but rather to help equip students to make sound judgments for themselves in an atmosphere of free and serious inquiry, with an academic concern for the application of scholarly methods and the results of modern scholarship.

Some students will be interested in undertaking more extensive work in the department, either because of the perspectives which religion offers for integrating the content of other disciplines or because of professional goals involving seminary or graduate studies in religion. These students are encouraged to consider an individual major program which would combine work in the Department of Religion with work in one or more other departments. (It should be noted that leading seminaries and graduate schools of religion recommend a broadly-based undergraduate preparation for their candidates, involving concentration in several areas of the humanities and social sciences as well as some foundation in the field of religion.) Members of the department will be glad to advise students with regard to appropriate patterns of course work to fit their interests or pre-professional needs.

Most courses in the department are open without prerequisite to any interested student.

‡Part-time Teaching, 1977-78.

100 READINGS IN INTERPRETATION OF RELIGION W Mr. Bartlett

An examination of various interpretations of religion, together with examples of classic religious writings. Discussion of selections read, supplemented by students' papers on individually chosen topics. (Not open to students who have taken Religion 200.)

101 HEBREW BIBLE (OLD TESTAMENT) F Mr. Cole

Religious literature of ancient Israel examined in relation to Israel's cultural and historical development. Readings in the Hebrew Scriptures, with comparative readings in the literature of some parallel Near Eastern communities.

102 NEW TESTAMENT LITERATURE AND HISTORY S Mr. Cole

The teachings and ministry of Jesus, emergence of the Christian movement, and changing expressions of early Christian faith, examined through the New Testament and studied against its historical, cultural, and ideological background.

103 JESUS IN MYTH AND HISTORY W Mr. Cole

Various portraits of Jesus, from New Testament gospels and non-canonical "gospels" through treatments in the art of Byzantine and later periods, to recent portrayals in literature, film and rock opera. Attention also to contemporary scholarly attempts to reconstruct the historical Jesus.

106 LIVING RELIGIONS: HINDUISM AND BUDDHISM F Mr. Bartlett

Introduction to religions which had their origin in India, with readings from their scriptures.

107 LIVING RELIGIONS: CHINA AND THE MIDDLE EAST S Mr. Bartlett

Introduction to religions of China, Japan and the Middle East, especially Confucianism, Taoism and Islam. Readings from the scriptures.

108 LIVING RELIGIONS: JUDAISM

Introduction to Jewish thought, faith and practice, in both historical development and contemporary forms. (In alternate years. Not offered in 1977-78.)

109 LIVING RELIGIONS: CHRISTIANITY

Introduction to Christian thought, faith, and practice, in historical development and contemporary forms. Readings from representative expressions. (In alternate years. Not offered in 1977-78.)

111 THE ORIGINS OF THE DEVIL W½

Tracing the birth and growth of the Devil from the snake in the Garden of Eden to Satan in the Book of Revelation and on into later literature and art. Consideration of the theological and psychological dimensions of devil-belief and the implications of contemporary revival of interest in demonology. Readings from Genesis, Job, Daniel, Gospels, Revelation to John, Dante, Milton, Dostoevski, etc. (Not offered in 1977-78.)

118 CONTEMPORARY SPIRITUAL PATHS: JEWISH AND CHRISTIAN W Mr. Miller

Two 20th century religious thinkers provide the focus for this course. Abraham Joshua Heschel, scholar and teacher, provides an introduction to Judaism as a path of spiritual insight and growth. Thomas Merton, monk and writer, serves as a guide to Christianity as a source of spirituality. Discussion of readings will be supplemented by two student papers, one on each of the writers to be studied.

200 PROBLEMS OF RELIGIOUS THOUGHT S Mr. Bartlett

Inquiry into the nature of religious concern, the needs and interests religion serves, the validity of religious attitudes. Readings from various sources, discussion and writing.

206 JUDAIC AND CHRISTIAN ETHICS

Responsible application of love and justice in dealing with the needs and interests of men and groups. (Not offered in 1977-78.)

207 READINGS IN CONTEMPORARY THEOLOGY W Mr. Bartlett

Principal developments in 20th century thought: Buber, Barth, Tillich, the Catholic renewal and theology of the secular.

209 ARCHAEOLOGY OF THE BIBLICAL WORLD S Mr. Cole

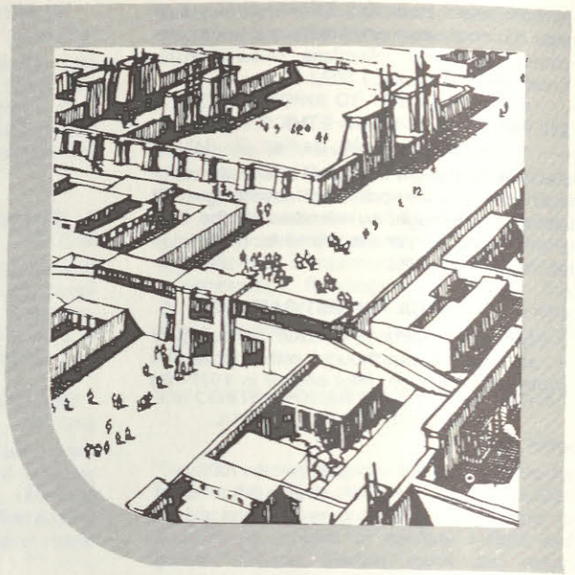
A survey of archaeological research in the Near East relating to biblical history, religion, and literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archaeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Sociology/Anthropology 209.)

212 PSYCHOLOGY AND ETHICS IN DIALOGUE F Mr. Bartlett, Mr. Behling

Relationships of the individual to society examined from the viewpoints of psychology and ethics. Team-taught by members of the Psychology and Religion departments. (Also listed as Psychology 212.)

301 THEOLOGICAL INVESTIGATIONS

Study of a man, school, or issue in theology or constructive religious thought, with emphasis on student participation. (Not offered in 1977-78.)



SOCIOLOGY AND ANTHROPOLOGY

Professor Van Hoey (Chairperson); Assistant Professors Eskilson, Finnegan, Osako; Instructor Muehlbauer

Social inquiry, the common discipline of comparative sociology and social anthropology, concentrates upon the cross-cultural exploration of similarities and differences among human ways of living in groups and communities. Central to this endeavor is the search for systematic explanations of diverse human modes of behavior in varying contexts of social organization and ecological setting.

Human Societies (SA 110) is a prerequisite for all other courses unless explicitly stated otherwise. The major includes 110, 210, 310, 320 and 410; a selection of at least three other courses in the department; and a research paper to be completed as a group project in the methods courses. Majors planning for graduate training in this field are strongly advised to take statistics and/or computer courses through the Department of Mathematics. 310 and 320 are to be taken in the Junior year.

The curriculum of the department is designed to combine flexibility and concentration. It consists of a series of core courses and an open range of electives. Students are encouraged to pursue personal exploratory interests through guided independent studies.

The core courses are offered in the Fall and Spring terms. They jointly cover the principal conceptual and technical tools of basic research in social science. The Winter term is entirely reserved for special topics, subjects of applied research, and short intensive projects, which may vary in content and format from year to year.

The department takes special interest in encouraging senior thesis work leading to the major degree with honors.

105 YOUTH AND SOCIETY W Mr. Muehlbauer

Youth, always partly based in biological maturation, varies in content and definition from culture to culture. The course follows research concerning the place and the role of youth in diverse cultural settings and under changing social conditions, with final emphasis on modern industrial society: the formation of peer groups, cultural and counter-cultural movement. No prerequisite.

107 ANTHROPOLOGY AND LITERATURE F Mr. Finnegan

Anthropology in fiction and through fiction. Focus on how anthropologists of the Western and non-Western world have described "alien" cultures and the interaction of such cultures with their own. No prerequisite.

110 HUMAN SOCIETIES FS Staff

Foundations of social inquiry; basic models of human societies; dimensions of social organization; elements of analysis and principles of theory construction in social science; selected domains of investigation and aspects of field work.

120 KINSHIP S Mr. Van Hoey

Structures of kinship (relations, groups, roles, terms); forms of marriage, households, settlements. The context of kinship; transition in social organization; changing relations between kinship and economy, polity, habitat, and population. No prerequisite.

150 ENVIRONMENT AND CULTURE W½

The ecological problem from a **social** point of view: systemic relations between the organization of a given society, the size and distribution of population, the state of the technology, and the specific environment in which the society evolves. Comparative studies form the basis for the evaluation of current policy models (e.g. the green revolution idea). No prerequisite. (Not offered in 1977-78.)

160 SOCIAL PSYCHOLOGY W Ms. Eskilson

The relationship between symbolic activity (language) and social behavior; socialization and the development of self; conformity and deviance in human behavior; dynamic and structural aspects of interaction in small human groups. No prerequisite.

201 RACE, ETHNICITY, MINORITIES S Ms. Osako

Ethnicity in varying contexts of techno-economic and political structures; changing patterns of ethnicity, ethnic groups and communities in America. Prerequisite: Sociology and Anthropology 110.

202 POWER AND SOCIETY Ms. Eskilson

Social bases of political control and political participation; processes of social stratification (socioeconomic classes, minorities, ethnic communities). Group interests and the development of conflict. Student participation in SIMSOC (Simulated society) provides the vehicle for firsthand observation of power and conflict processes. Prerequisite: Sociology and Anthropology 110. (Not offered in 1977-78.)

205 LEISURE AND LIFE STYLES: T.V. IN AMERICA W½ Ms. Osako

Analysis of leisure, consumption and voluntary activities as aspects of modernization. Relations between work and leisure examined in cross-cultural perspective. Variations in life style associated with ethnic, class and sex differences. Prerequisite: Sociology and Anthropology 110.

206 VISUAL ANTHROPOLOGY W Mr. Finnegan

Anthropological filming, an emerging field. Visual records as documentation in the context of written ethnography. Development of the field. Strengths and weaknesses of various techniques. Problems of rapport and ethics. Not a filmmaking course, although qualified students may produce film projects. Prerequisite: Sociology and Anthropology 110 or 120 or 181, or consent of the instructor.

207 SPORT AND SOCIETY W

The examination of sports as **social** phenomena. Emphasis on the functions of various kinds of sport activity in connection with social class and ethnic category, with the maintenance of social boundaries for small groups and for entire nations, with the channeling of individual and group aggression, and with the propaganda devices for prestige hierarchies. Prerequisite: Sociology and Anthropology 110. (Not offered in 1977-78.)

209 ARCHEOLOGY OF THE BIBLICAL WORLD S Mr. Cole

A survey of archaeological research in the Near East relating to biblical history, religion, and

literature. Documentary discoveries, results of excavation at selected sites in Palestine and related regions. Attention to archeological field methods and interpretive principles as applied to Near Eastern materials. Slide resources, field trips to museums, practical experience with pottery typological collections. (Also listed as Religion 209.)

210 PRINCIPLES OF SOCIAL ORGANIZATION F Mr. Van Hoey

Basic dimensions of group structure: division of labor, authority structure, resource technology, ecological setting. Types of groups in different institutional areas. Group structure and scale of organization. Bureaucracy: theories and methods of investigation. Prerequisite: Sociology and Anthropology 110.

215 INTRODUCTION TO JAPAN W
Mr. C. Miller, Ms. Osako

Social and political aspects of Japan through social science literature and first-hand exposure to Japanese culture. The class will simulate Japanese forms of social organization as much as is practical. Limited enrollment. Prerequisite: SA 110 or Politics 110.
(Also listed as Politics 215)

216 PEOPLES AND CULTURES OF MODERN AFRICA W
Mr. Finnegan, Mr. Van Hoey

Introduction to contemporary society (rural and urban) in Sub-Saharan Africa, drawing on materials from all major regions of the sub-continent. Particular emphasis: problems of rural development, rural-urban migration and local changes of political, economic and social life. Prerequisite: S&A 110.

230 SOCIOLOGY OF LIFE CYCLES S

Age groups and social structure in cross-cultural perspective; problems of changing roles of youth, the middle-aged and the elderly in traditional and in modern societies. Prerequisite: Sociology and Anthropology 110 or consent of the instructor. (Not offered in 1977-78.)

240 DEVIANCE AND CRIME S
Mr. Muehlbauer

What social structural conditions would give rise to what forms and modes of behavior which are at variance with prevalent social practice? A close look at the relations between "blocked opportunity", poverty, etc. and collective responses from delinquency to organized crime, and the role of control agencies. Prerequisite: Sociology and Anthropology 110.

250 SOCIAL PROBLEMS F Ms. Osako

Social problems examined as costs and casualties of modernization; inter-societal comparison of deviant behavior, health conditions, inequality and discrimination. Prerequisite: Sociology and Anthropology 110.

260 POLITICAL ANTHROPOLOGY F

Analysis of political structure and processes of social control in varying types of traditional societies, including societies without formal political institutions. Examination of the evolution of the state, the social basis of political groups, and forms of parapolitical institutions, as a background for political theory. Prerequisite: Sociology and Anthropology 110 or consent of the instructor. (Not offered in 1977-78.)

280 SOCIOLOGY OF SEX ROLES W
Ms. Eskilson, Mr. Van Hoey

Theories concerning the acquisition of sex-typed behavior; social and biological influences on the roles of males and females in the 20th century United States as well as in other cultures. Feminist and anti-feminist perspectives. Images of future lifestyles and implications for social policy. No prerequisite.

290 EKISTICS (SCIENCE OF HUMAN SETTLEMENTS) F

The structure and the evolution of the human habitat in relation to social organization: from the tent to megalopolis, from the teepee to the skyscraper. The discovery of architecture without professional architects, of landscaping without certified engineers, and of city building, without official planners, is apt to throw light on the problems and visions of architects, engineers and planners today. Prerequisite: Sociology and Anthropology 110, or consent of the instructor. (Not offered in 1977-78.)

310 SOCIAL RESEARCH: DESIGN F
Ms. Eskilson

Ethical (moral) and political (power) considerations regarding social research; logical links between theoretical perspectives, problem selection, and choice of empirical data; qualitative and quantitative aspects of research; and major forms of design; the research proposal. Recommended for sophomore or junior year. Prerequisite: Sociology and Anthropology 110.

320 SOCIAL RESEARCH: TECHNIQUES S
Ms. Eskilson

Means and styles of seeking relevant information; data in relation to research design; observation, content analysis, questionnaires, interviews, census material. Students formulate and carry through an agreed-upon research project. Prerequisite: 310.

330 URBANIZATION S

Levels and rates of urban concentration in function of expanding scale of organization of society; relations between techno-economic system, demographic movement and differentiation of local and regional settlement patterns. Definitions of urban problems and models of planning policy. Prerequisite: Sociology and Anthropology 110. (Not offered in 1977-78.)

340 DEMOGRAPHY: POPULATION DYNAMICS S Mr. Van Hoey

Population size, socio-technical base, and environment; measurement of demographic change (fertility, mortality, migration) and demographic structure (age, sex, education, dependency, life expectancy). Determinants of demographic changes: economy, education, family planning, birth controls. Theories, models, and policies. Prerequisite: Sociology and Anthropology 110.

350 PRE-INDUSTRIAL ECONOMICS S
Mr. Finnegan

Analysis of the connection between economic and political systems in varying types of traditional societies; political power, division of labor and economic surplus; ecological bases of political and economic systems. Processes of socio-economic changes in the course of modernization. Prerequisite: Sociology and Anthropology 110.

360 WOMEN'S ROLES IN CROSS-CULTURAL PERSPECTIVE W½

This course focuses upon women's roles in societies and in epochs other than our own. The cultural and biological roots of women's subordination will be examined as well as the sources and the social bases of women's power and influence. Prerequisite: SA 280, or Psychology 230, or Philosophy 200, or consent of the instructor. (Not offered in 1977-78.)

370 SOCIAL INEQUALITY F

A comparative study of various forms of social inequality from non-human rank and pecking orders to complex social stratifications. Analysis of various dimensions of inequality (e.g. sex, age, education, competence, wealth, power) in different forms of social organization from small intimate groups to large scale social systems. Theoretical approaches concerning the emergence and persistence of hierarchies. Prerequisite: Sociology and Anthropology 110, or consent of the instructor. (Not offered in 1977-78.)

371 TECHNOLOGY AND HUMAN VALUES S Ms. Osako

Conditions and processes of industrialization in the Western world; problems related to economic development in underdeveloped nations; impact of industry on life-ways of modern man. Prerequisite: Sociology and Anthropology 110.

380 CULTURE AND PERSONALITY SEMINAR F Mr. Muehlbauer

Are such traits as aggressiveness or subservience, sobriety or greed, etc., constants of human nature or variants of culture? Such questions lead to research in national character and social types in different milieus under varying conditions. The course follows the development of this research in an effort to weigh theory against evidence. Prerequisites: Sociology and Anthropology 110, and junior or senior standing, or consent of the instructor.

410 SOCIAL EXPLANATION AND THEORY S Mr. Finnegan

Exposition, comparison, and appraisal of major schools of thought in the history of social inquiry; heuristic orientations, contexts of explanation, and operational problems of systematic theory construction in social science. Faculty-Student Seminar. Prerequisites: Sociology and Anthropology 110 and 310.

420 SENIOR SEMINAR: APPLIED SOCIAL RESEARCH FS Staff

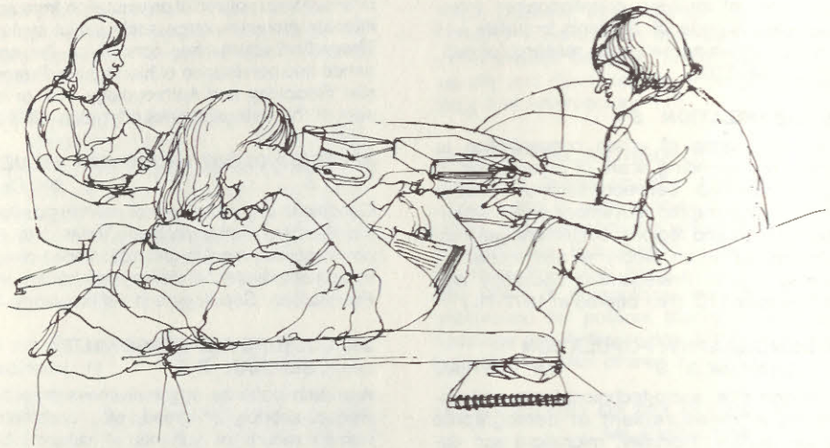
Supervised research in connection with senior papers (by arrangement and agreement between students and research advisors.)

451 INTERNSHIP

453 TUTORIAL

454 RESEARCH, INDEPENDENT STUDY

490 SENIOR THESIS



Student Life

Students in the Campus Community

The small campus environment is an integral part of the liberal arts college tradition. Students at Lake Forest in the late seventies reflect this special tradition both in the range of their activities and also in their participation in campus governance. Students are the primary catalysts at Lake Forest for the promotion and production of campus weekends, special social functions, films, concerts, lectures, and special service activities. The Director of Campus Activities works with student groups in planning and arranging for social and cultural affairs and in maintaining an all-campus calendar of events. Students participate on all academic committees, in the judicial system, and on the Board of Trustees and its relevant committees.

The design of the campus and its buildings encourages community life. In Commons students come together for meals, recreation, and special events — often to be joined by faculty. The residence halls provide students with opportunities to encounter others from different backgrounds and locales while developing individual life-styles. And as in all communities special services are needed — in this one these services have been designed to reflect Lake Forest's particular opportunities and needs. Thus, academic and personal guidance, health care, and cultural offerings are uniquely structured for Lake Forest students.

1. Commons

The varied character of this central facility reflects the diversity of life at the College. "Commonplace," built in the English collegiate tradition as Durand Commons at the end of the last century, serves as a center for informal gatherings and conversations and for special cultural and social events. Adjacent to "Commonplace" the Director of Campus Activities office provides cultural and social coordination for the campus. In a recently constructed wing a large hall brings the campus together for its meals and also for dances, concerts, speakers, and special programs. Elsewhere in the complex are smaller dining rooms, offices for student organizations, a bookstore, a recreation center (pool tables and a bowling alley), and a campus Pub. At the heart of the campus, Commons serves as the social and communal hub of student life.

2. Residential Life

At Lake Forest the residential program is a complement to learning in other segments of the campus environment. Ten residence halls and residential clusters provide a range of living environments. The residence halls contain their own lounges, meeting rooms, study and special interest areas, intended to encourage both individual and interpersonal pursuits.

Freshmen may live with upperclassmen or other freshmen in single-sex coed groupings.

Residence hall student staff and hall councils are selected in order to foster an environment which enhances learning, promotes personal growth and responsibility, and assists students in adjusting to the Lake Forest College community.

Upperclassmen may live off-campus upon approval from the Dean of Student Affairs Office, although housing in the area is limited. In addition, some upperclassmen are affiliated with housing units based on a common interest or purpose.

3. Athletics

Lake Forest College offers an athletic program designed to serve student needs and interests on four levels: varsity intercollegiate athletics, intramurals, physical education, and recreational activities.

The intercollegiate program for men and women includes varsity competition in baseball, basketball, football, field hockey, ice hockey, soccer, handball, swimming, wrestling, water polo, and tennis. Intercollegiate competition is provided in lacrosse, golf, cross-country and track on a club basis. The College is a member of the ten-team Midwest Collegiate Athletic Conference which includes institutions such as Carleton, Grinnell, Lawrence and Beloit.

Intercollegiate competition is viewed as a valuable form of self-expression for students and as a vital contributor to community spirit. Lake Forest athletes are students first and athletes second. No special financial aid is offered for athletics.

Lake Forest encourages all its students to participate in a diversified intramural program which includes bowling, racquetball, tennis, softball, touch football, volleyball, basketball, and other activities. Student interest determines the activities provided.

Participation in physical education courses at Lake Forest is on a purely voluntary basis. Offerings include such activities as ice skating, sailing aerobatics, slimnastics, and training-room techniques. Lake Forest's athletic facilities include baseball, football, soccer, and intramural fields; tennis courts; an indoor ice rink; and a sports center which houses a gymnasium, swimming pool, three sauna baths, three handball courts, two squash courts, wrestling room, exercise room, and gymnastics room. All facilities are available to the student body on a regular basis for recreational purposes.

4. Music

In addition to a variety of courses in applied music, theory, and music history, students may participate in the college choir or Madrigal Singers. Qualified musicians may join the Lake Forest Symphony Orchestra. Also, the opportunity exists for students interested in instrumental music to participate in small, informal ensembles. Students and faculty of the music department give recitals during the year and additional concerts are offered by professional musicians.

5. Theatre

Lake Forest students participate in an active campus theatre program, highlighted by a new theatre facility and professional direction. A variety of major and studio productions, open to all students, offer experience in all aspects of theatre; acting, directing, designing, costuming, lighting, stagecraft, promotions and playwriting. The season of productions is managed and staffed by the Garrick Players, an extra-curricular student organization with a campus and community history of excellence, reaching back to the last century.

The theatre program emphasizes practical experience under professional instruction and direction. Guest artists from the Chicago theatre community conduct workshops in such areas as mime, design, make-up, playwriting, audition, combat, improvisation and voice. Productions are directed by Chicago professionals, including an on-campus Director of Theatre. An assortment of credited courses is available. (See index.) These courses are performance oriented, employ professional guest instructors, are coordinated with the Garrick productions and offer opportunity for production credit. Students also enroll in

theatre courses in neighboring Barat College through cross-registration and participate in Barat's productions. In addition, Lake Forest sponsors internship opportunities in various Chicago theatres, offers occasional on-campus bookings of professional groups, as well as excursions into the profuse and exciting Chicago theatre scene.

6. Communications

THE STENTOR, the college newspaper, is the weekly journal of the students. The Campus Activities Office publishes a weekly CAMPUS CAPSULE which includes information on campus events and official College announcements. THE FORESTER, the college yearbook, is published annually. The fine arts magazine, SILENUS, includes writing, drawing, and photography by students and, occasionally, by members of the faculty. COLLAGES, the foreign language literary magazine, includes original prose and poetry in French, Spanish, and German by Lake Forest College students and faculty. Two well-equipped college darkrooms are used both by photographers working on student and college publications and by students who are just becoming acquainted with the art and practice of photography.

The campus radio station, WMXM, with a daily broadcasting schedule devoted to music, sports, campus news, and special programs, is FM.

Students interested in any phase of journalistic writing, editing, or reporting, or in photography, broadcasting, or art are encouraged to participate in these enterprises.

7. Community Service

The Lake Forest College Tutorial Projects began in 1963 as an outgrowth of a college conference, "The Crisis in Race Relations." The effort led students to form the Community Service Federation to coordinate tutoring projects and other student community service ventures.

Programs developed over the last few years include the American Indian Center Tutorial (in Chicago, now inactive), a program to teach English to Spanish-speaking children (in Highland Park and Highwood), a high school program (in Waukegan), a project with children from a housing development (in Zion), and a project which brings Lake Forest College Students into a school system as assistants to classroom teachers (also in Zion).

In working with pupils from various backgrounds, students have been able to develop a sensitivity to cultural differences; at the same time, tutees have been given access to remedial education on a regular basis. Lake Forest College students also arrange field trips to both urban and rural areas.

8. Religious Activities

The College continues its traditional relationship with the Presbyterian Church. However, the College is not sectarian in its teaching and welcomes a variety of philosophical and religious points of view. Major denominations are all represented on campus and Protestant, Catholic, and Jewish congregations are located nearby. A Coordinator of Inter-faith Ministry is available to assist all students, and the staff of local churches also counsel with students on campus. Two groups, a campus Christian Fellowship organization and Am Yisrael Chai, provide programs of religious activities during the year.

9. Specialized Interests

A variety of specialized groups are active on campus. Several disciplines provide cultural and social programming for their students through honorary societies. An active Outing Club provides many students with opportunities for sailing, back-packing, camping, and rock climbing on weekend trips. The International Students Organization sponsors a broad range of events, including international dinners.

Cultural Program

The College sponsors a variety of cultural events on campus and also encourages students to take advantage of cultural opportunities in Chicago. At the Director of Campus Activities office in Commons, students may obtain information about music, art, and theatre in the city and suburbs, may buy tickets (often at reduced rates), and may arrange for bargain transportation. The gallery in Donnelley Library is another continuing art resource.

A Friends of the Arts group solicits from community residents concert and other tickets which would not otherwise be available. As a result, many Lake Forest students are able to attend Chicago Symphony concerts and other events free of charge.

The Director of Campus Activities office is the planning center for on-campus cultural events, lectures, exhibits, recitals, and other special events.

In addition, each year an Artist-In-Residence through the generosity of the Sonnenschein Endowment Fund is invited to the campus for an extended period of time to give poetry readings, to deliver public lectures, and to meet informally with students and faculty. Speakers representing varied interests and disciplines come to the campus throughout the year as guests of departments, as part of a series, or for short visits combining lectures with other meetings with students.

Developmental Services

A comprehensive guidance program recognizes the need for supportive counseling both in the regular course of a college education and also in the

case of special, individual matters of concern. Thus, counseling takes place in a variety of settings, with more or less formality, and at the several stages of progress through a college career.

1. Residence Hall Staff

The Office of the Dean of Student Affairs selects several upperclass men and women to serve as advisers in the residence halls. In each residence hall student residence staffs — led by a Head Resident and supported by Resident Assistants — provide counseling, coordinate social programs, enforce residence hall regulations, and in general, strive to create an environment responsive to individual needs and conducive to study and growth.

2. Career Counseling and Placement

The Career Counseling and Placement office assists all students — at any point during the college years — in the development of their career objectives. Individual and group counseling sessions are available to help students make informed decisions about short and long term plans. Career information conferences are held throughout the year, bringing to campus professionals from various fields to talk about their work. Information is available in the CC&P office on a wide range of careers and internships. Students are encouraged to use the files of background material about specific companies and organizations. The placement process includes the development of a job strategy, interview training, facilitating contacts between students and alumni resource persons, and arranging for on or off campus interviews.

3. Counseling Center

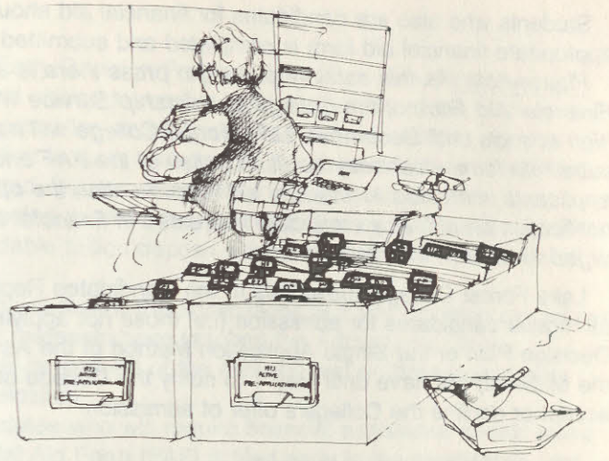
The purpose of the Counseling Center is to aid students to become more effective, self-directed individuals. It offers, free of charge to all Lake Forest College students, professional counseling on personal, educational, or career problems. Service is offered in dealing with emotional difficulties or factors hindering a student's ability to benefit fully from their college experience. In addition, it helps in identifying aptitudes, interests, and personality traits affecting the choice of a vocation or educational program. The Office is also committed to offering Human Potential and communications workshops to students who are seeking to enhance their own growth and development.

Health Services

The College's health care program is administered by the Lake Forest Hospital, under the supervision of the Dean of Student Affairs. Physicians'

services are provided at the Hospital, 1½ miles west of the campus, by an Emergency Room Group which consists of fully licensed doctors offering around-the-clock coverage. These physicians treat students in the Hospital's out-patient clinic, following referral from the nurse on campus in other than emergency circumstances. The nurse is available at the clinic in the campus Sports Center from 8:00 a.m. to 4:00 p.m., Monday through Friday, for referral of cases to the Emergency Room Group at the Hospital and for a wide range of para-professional services on campus — including throat cultures. Where necessary the College provides transportation between the campus and the Hospital by van or by cab.

The basic clinic fee covers the cost of medical services but not medication, prescriptions, laboratory or X-ray fees. In light of rising hospitalization costs, the College requires that students participate in its group medical plan, which is designed to help defray in-patient hospital charges. At this time this modestly priced policy covers only slightly over half of the standard hospital room rate and related hospital and physician charges at nearby hospitals. Thus, students and their parents are urged to review the coverage offered, as listed in a brochure issued from the Dean's Office and routinely sent to new students before enrollment, detailing the benefits. Family insurance planning may indicate supplementary or alternative coverage. In cases where an existing policy duplicates the College's policy, students are invited to sign a waiver of this requirement.



Admissions, Financial Aid College Expenses

Admissions

During its selection process the Admissions Staff at the College is primarily concerned with knowing the individual candidate. The criteria for selection include assessment of a student's program of study, academic achievement, aptitude, intellectual curiosity, qualities of character and personality, and activities both within and out of school. Lake Forest College unequivocally selects its students without regard to social background, religious affiliation, race, national origin, sex, or financial position. And this policy is manifested by the diverse nature of the student community — a diversity so necessary to the educational vitality of a liberal arts college.

Admission Procedure

Candidates for admission may obtain the required application forms by writing the Office of Admissions, Lake Forest College, Lake Forest, Illinois 60045.

Students are urged to begin the application procedure early in their final year of secondary school. Non-traditional students are encouraged to consult with the Admissions Office. There is no formal closing deadline for receipt of the application (excepting SAM applicants). Admissions decisions are rendered in mid to late March for all freshman candidates whose applications are complete as of March 1. For applications received after March 1, decisions will be announced as the file becomes complete.

Students who also are candidates for financial aid should make certain an appropriate financial aid form is completed and submitted to the College.

Please note: As this catalogue goes to press there is a strong indication the Financial Aid Form of the College Scholarship Service will not be available in high schools until December. Lake Forest College will have available a substitute form which may be used in lieu of the FAF and will provide applicants interested in financial aid consideration the opportunity for early notification on aid. Any candidate interested in financial aid consideration is urged to request the College form.

Lake Forest College subscribes to the Candidates Reply Date Agreement and all regular candidates for admission (i.e. those not applying under the Early Decision Plan or the Single Application Method of the Associated Colleges of the Midwest) will have until May 1 to notify the College of their decision to accept or decline the College's offer of admission.

Secondary School Requirements

There are no formal course requirements for entrance to Lake Forest. However it is strongly recommended that candidates present four years of English, at least three years of mathematics, three years of one foreign language, and one or two years of work in history and the natural sciences. All applicants are encouraged to take as much accelerated course work as possible including formal advanced placement offerings.

Examinations

All candidates are required to present the results of the Scholastic Aptitude Test (SAT) of the College Entrance Examination Board (CEEB) or of the American College Testing Program (ACT) test battery. These tests are used by Lake Forest College for purposes of admission, guidance, and placement. It is the applicant's responsibility to arrange with the College Entrance Examination Board or the American College Testing Program to have the test results forwarded to the College. These tests may be completed in the candidate's junior or senior year of secondary school.

The Admissions Staff may require a candidate to submit the results of one or more subject achievement tests of the CEEB where such scores are judged to be beneficial to a student's candidacy.

Personal Interview

Although an interview is not required, the Admissions Staff welcomes and encourages visits to the campus by prospective candidates and their parents. An appointment arranged in advance is appreciated. The Admissions Office is open for interviews and tours from 9 a.m. to 4:30 p.m. Monday through Friday during the calendar year, and Saturdays, 9 to 11:30 a.m. during the academic year. Telephone (312) 234-3100.

Early Decision

The purpose of the Early Decision Program is to allow a student who has made Lake Forest a first choice to receive early notification of the admissions decision. Candidates requesting an early decision are permitted to apply to other colleges, but implicit in such a request is the commitment to attend Lake Forest College if admitted. Upon notification of admission under this plan candidates will be expected to withdraw all other college applications and to post a $100 non-refundable tuition deposit within two weeks of notification of admission.

The Admissions staff will review the applications of Early Decision candidates as soon as all required materials have reached the Admissions Office. Candidates normally will be notified of the decision two or three weeks after completion of their application.

Early Decision candidates who will require financial assistance should make certain that the Financial Aid Form (FAF) is filed early in the candidate's final year of secondary school in order that both admissions and financial aid decisions may be rendered simultaneously.

Single Application Method (SAM)

The College is a member of the Associated Colleges of the Midwest (ACM) and participates in a program designed to simplify the application procedure for students seeking admission to member colleges.* If the student is able to indicate his preference among two or three colleges, only one application need be filed and only one application fee paid. The student should submit the application to his first choice college by February 1, listing a first and second alternate. Admission decisions for SAM candidates will be announced on or before March 15. If the student's prime choice does not grant admission, the application is forwarded to the first alternate and then to the second alternate, if necessary.

Deferred Admission

Students who may wish to defer their enrollment in College should complete the application procedure during the final year in secondary school. Questions and specific requests for deferred admission should be addressed to the Director of Admissions.

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*Other member colleges participating in SAM are:

Beloit College
Coe College
Cornell College
Lawrence University
Monmouth College
St. Olaf College
Carleton College
The Colorado College
Knox College
Macalester College
Ripon College

Admission by Transfer

Students enrolled at other colleges and universities and desiring admission to Lake Forest College are eligible to apply for admission. Generally, a transfer applicant should have achieved an overall college average of at least "C" or its equivalent and be eligible to return to his or her previous institution. If a candidate is not eligible to return to the former college or university, at least six months must have elapsed before consideration will be given.

Graduates of accredited junior colleges and recipients of the AA degree, in an applicable field, if admitted to Lake Forest College, will be granted full junior standing. (The only course evaluation to be considered will be that of determining those courses applicable to the student's declared major field.)

When a transfer student is admitted to the College from a four-year college or university or from a two-year institution but is not a recipient of an AA degree, all of the courses in an applicable field he or she has taken and passed toward fulfillment of the Bachelor of Arts degree at the former institution, or the Associate of Arts degree in the case of the junior college, will be accepted toward fulfillment of the B.A. degree at Lake Forest College provided a "C" average or better has been achieved at the previous institution.

Transfer students are admitted at the beginning of all terms although most commence their study at the College in September. For details concerning the College's residence requirement see the section, Requirements for Graduation.

All candidates for admission on a transfer basis (anyone who has been enrolled in another college or university) are required to submit the following credentials:

1) Application for admission
2) Secondary school transcript
3) Transcripts of all college work complete through the most recent term
4) A letter of recommendation from the academic dean or a teacher of the most recent college attended

Financial Aid

Financial aid at Lake Forest College is not awarded as a "prize" but is granted to men and women who are unable to provide the full cost of a college education through their own reasonable efforts or through those of their family. Lake Forest is committed to the philosophy that insofar as resources are possible, no student who is otherwise qualified should be prevented from attending because of financial limitations.

An application for financial aid does not hinder a student's application for admission; indeed, the two applications are considered separately. But a student is notified of the result of both the application for admission and for financial aid simultaneously.

Financial aid awards at Lake Forest are made for a one-year period. But if

the student continues to evidence need and maintains an academic record commensurate with ability, the financial aid award will be renewed each year. Awards are always based on need.

Entering students seeking financial assistance are required to file a financial data statement with the College. Parents are urged to file this statement in the fall or early winter of the student's senior year.

Please note: As this catalogue goes to press there is a strong indication the Financial Aid Form (FAF) of the College Scholarship Service will not be available in high schools until December. Lake Forest College will have available a substitute form which may be used in lieu of the FAF and will provide applicants interested in financial aid consideration the opportunity for early notification on aid. Any candidate interested in financial aid consideration is urged to request the College form.

Computation of Financial Need

In computing a student's financial need, the College, using the procedures of the Uniform Methodology, calculates the total resources of the family (parents and student) that can be used as a contribution toward college expenses. Most calculations are based on several sources of funds:

• EXPECTATION FROM PARENTS: The College assumes that each family will provide the maximum amount possible from income, savings, and other assets. In addition to the family income and assets, the College takes into account the number of dependents, number of children in college, extraordinary medical expenses, certain types of debts, and unusual situations.

• EXPECTATIONS FROM THE APPLICANT: The College believes that recipients of financial aid should contribute toward the cost of their own education. In calculating a student's need, therefore, summer earnings available to be applied toward college expenses are normally assumed to be $500 prior to the freshman year with a slight increase in subsequent years.

• OUTSIDE FUNDS: Candidates for financial assistance are strongly encouraged to apply for national, state, and local scholarships for which they may be eligible and which may be used at the college of their choice — National Merit Scholarships, National Presbyterian College Scholarships, various state scholarships (e.g. Connecticut, Illinois, Massachusetts, New Jersey, Pennsylvania, Rhode Island, and Vermont), and other scholarships offered by local foundations, clubs, or business organizations.

The ability of a student to secure outside assistance almost always works to his or her benefit and never to his or her disadvantage. Even though the gift dollars from Lake Forest College may be reduced (all awards must remain

within the computed need figure), the total amount of gift funds available to the student when all sources of gift aid are added together will be equal to or greater than the gift aid provided by Lake Forest College alone.

Gift Awards

Most students who qualify for financial aid can expect much of their need to be met by grants. For the 1977-78 academic year, the Board of Trustees authorized a total of $645,000 to be awarded in the form of Lake Forest College gift dollars.

Basic Education Opportunity Grant (BOG)

Under this provision of The Higher Education Act of 1972, each student would be "entitled" to $1,400 a year in student aid, minus his or her "expected family contribution," which would be determined by, among other things, the "effective family income, the number of dependents in the family and the number of dependents attending a college or university, the amounts of the assets of the student and/or the family, and unusual expenses."

Supplemental Educational Opportunity Grants

This program is designed to provide grant assistance to students of exceptional financial need who, without such assistance and because they lack personal financial means, would be unable to enter or remain in an institution of higher education.

The maximum amount of a single-year grant is $1,500, but the cumulative amount a student can receive is limited to no more than $4,000 over a four-year period. The Commissioner of Higher Education will prescribe to institutions of

Students need not make direct application for grant consideration. The College's financial aid director will notify eligible recipients when grant funds have been appropriated and when the commissioner's guidelines have been received.

National Direct Student Loans

In 1958 Congress passed the National Defense Education Act which provides loan funds for needy undergraduate and graduate students. While the loan program will vary slightly from year to year, Lake Forest College does apply and has received funds which allow student participation in the National Direct Student Loan Program. Students receiving financial assistance and who have additional questions regarding this program should contact the Director of Financial Aid.

Guaranteed Student Loans

A state guaranteed loan program is available in all states. Participating banks and other financial institutions provide loans to full-time students; interest subsidies are made available to students who meet the need criteria established by the program. Information on this program can be obtained from your local banker, your high school counselor, or from the Office of Financial Aid at the College.

Part-Time Employment

In most cases, part-time employment on the campus or jobs established through the Federal Government's Work-Study Program range in remunerative value from $500 to $800. The majority of student jobs are in the dining hall, library, and various administrative offices. These jobs normally involve six to twelve hours per week. Students assigned campus employment are expected to work the entire term including examination periods.

In addition to on-campus employment, opportunities exist for employment in the community. Since Lake Forest is a residential and academic town (rather than commercial), off-campus employment generally involves jobs in local restaurants, tutoring, secretarial duties, babysitting, general housework, gardening, and others.

College Expenses

Students enrolling at the College in September are expected to continue through the academic year. The programs of the College are planned and budgeted accordingly.

Senior students with fewer than eight courses needed to graduate will be charged only for courses required.

For the convenience of the student, the College has established two pay periods. The first period covers expenses for the Fall term and the first half of the Winter term; the second pay period covers expenses for the second half of the Winter term and the Spring term. Refunds for tuition, room and board, and fees will not be granted after the stated withdrawal deadlines. deadlines.

Extra Course Charge

An extra course taken during any pay period will be charged at the course fee.

Special Charges

When available a room used for double occupancy may be requested as a single for an additional charge of $250 per year. This is known as a differential

single. A differential triple will require an additional charge of $125 per year per student.

If a student from Lake Forest College enrolls at Barat College in a course providing less than a full Lake Forest College credit, (e.g., dance) and where the additional hours earned in these courses when added to fractional credits remaining from other transferred courses will result in a credit, the student will be charged the proportional rate of the hours taken at Barat as an overload.

Reinstatement

A $25 reinstatement fee will be charged at time of re-registration should a student's registration have been cancelled by the College as a result of non-payment of bill.

Program Leave Reimbursement

Students who enroll in academic programs at other institutions as part of an official "Program Leave" will be reimbursed for actual tuition — not to exceed the comparable course cost at Lake Forest — upon acceptance of credit by the College. They will be required to make the regular payments on their account. (See page 16.)

Health Clinic and Hospitalization Fees

The $35 health clinic fee, which does not cover hospitalization insurance, is mandatory for all students. Hospitalization coverage is required of all resident students and is optional for non-resident students. The cost to the students for the 1976-77 year was $75. A waiver form for this coverage may be obtained from the Dean of Student Affairs Office if family coverage is carried. Waivers must be approved by the Dean's Office by October 1, 1977, for full cancellation and by March 1, 1978, for partial cancellation.

Fines and Damage

Students will be assessed library fines, for on-campus traffic violations, and for damage they may cause to college property.

Schedule of Payments For the 1977-78 Academic Year

		Resident	Non-Resident
1st Billing			
Tuition		$1970.00	$1970.00
Activity Fee		60.00	60.00
Room		325.00	
Board		435.00	
Clinic Fee		35.00	35.00
Hospitalization Insurance		75.00	Optional
Key Deposit		5.00	
	TOTAL:	$2905.00	$2065.00
1977-78 deposit		$ 100.00	$ 100.00
By September 2, 1977		2805.00	1965.00
	TOTAL:	$2905.00	$2065.00
2nd Billing			
Tuition		$1970.00	$1970.00
Room		325.00	
Board		435.00	
By January 16, 1978	TOTAL:	$2730.00	$1970.00
TOTAL CHARGES:		$5635.00	$4035.00

The Board of Trustees has specified that **all** tuition and fees are due on the dates indicated above. Any other arrangements must be made prior to such dates. The College reserves the right to evict students from residence halls and the dining hall, and to cancel registration unless the account is cleared. Past due accounts are subject to charges of one-half of one percent per month on the unpaid balance. Diplomas and transcripts are withheld from those who have not met their financial obligations to the College.

Three basic payment procedures are used:

- Standard Plan-Full payment by the dates shown above.
- Lake Forest College Prepayment Plan.
- Scheduled payments by use of an outside plan.

Billing Procedures For Partial Academic Year

Students enrolling January 3, 1978:

	Resident	Non-Resident
Due December 9, 1977 (Detailed on page 127 as first ½ Term students)	$ 669.00	$ 505.00
Due January 16, 1978 (Detailed below as students enrolling at the beginning of the second billing period, less key deposit)	2815.00	2017.50
TOTAL:	$3484.00	$2522.50

Student enrolling January 30, 1978, the beginning of the Second Billing period:

Tuition (four courses)	$1970.00	$1970.00
Activity Fee	30.00	30.00
Room	325.00	
Board	435.00	
Clinic Fee	17.50	17.50
Hospitalization Insurance	37.50	Optional
Key Deposit	5.00	
By January 16, 1978	$2820.00	$2017.50

Student enrolling March 2, 1978:

Tuition (three courses)	$1477.50	$1477.50
Activity Fee	25.00	25.00
Room	260.00	
Board	348.00	
Clinic Fee	12.50	12.50
Hospitalization Insurance	37.50	Optional
Key Deposit	5.00	
By February 17, 1978 TOTAL:	$2165.50	$1515.00

Students enrolling January 3, 1978 will be billed as special students the first one-half term period only. These charges will be made for each one-half term:

	Resident	Non-Resident
Tuition	$492.50	$492.50
Activity Fee	7.50	7.50
Room	65.00	
Board	87.00	
Clinic Fee	5.00	5.00
Hospitalization Insurance	7.00	Optional
Key Deposit	5.00	
By December 9, 1977 TOTAL:	$669.00	$505.00

No refunds are made to special students who subsequently withdraw.

Refunds

A normal course load for a full-time student is four courses in a billing period. Refunds are not normally given for reductions below the four-course level in a billing period. In exceptional circumstances, a student may petition the Tuition Refund Committee (convened by the Dean of Faculty). If a refund is awarded, it will not exceed 80% of the fee for each course dropped. For procedures for withdrawing from a course, see page 25.

Withdrawal From The College

Withdrawal from the College is handled through the Office of the Dean of Student Affairs. The official date of withdrawal is determined by that office. For all students who have pre-registered for the subsequent fall term, no refunds of $100 deposits will be made after June 30. Tuition refunds for withdrawal from the College are awarded according to the following schedule:

1st Billing Period	2nd Billing Period	AMOUNT REFUNDED Resident	Non-Resident
On or before September 23, 1977	On or before February 3, 1978	$2300.00	$1740.00
On or before October 14, 1977	On or before February 28, 1978	2060.00	1470.00
On or before October 28, 1977	On or before March 10, 1978	1640.00	1180.00
On or before November 11, 1977	On or before March 24, 1978	820.00	590.00
After November 11, 1977	After March 24, 1978	-0-	-0-

Other Expenses

Part-Time Students:	
Per course	$492.50
Auditing Students:	
Per course (when the student is not enrolled full-time)	$150.00
Special Charges:	
Application Fee	$ 15.00
Extra course for credit (includes credit by exam)*	492.50
Music Fees (not for credit)	
Fall and Spring terms .....per term	85.00
Winter term	50.00
Choir for credit as extra course	492.50
Late Registration Fee	5.00
Change in registration after classes begin	3.00
Reinstatement	25.00
Room Differential Privileges	
Single	250.00
Triple	125.00

*No special fee will be charged if credit by examination is established by a freshman student in a subject that is not covered by advanced placement tests.

Directory

ADMINISTRATIVE OFFICES AND OFFICIALS

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Eugene Hotchkiss, President
Gordon E. White, Assistant to the President; and Director of Financial Aid

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E. Gordon Whatley, Assistant Dean of the Faculty
Arthur Zilversmit, Director, MLS Program and Continuing Education
Carol Gayle Moodie, Associate Director, MLS Program and Continuing Education

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Harriette Morgan Jauch, Assistant to the Vice President
Robert D. Amaden, Director, Deferred Giffs
Cynthia Gillispie, Director of Alumni Affairs
Helene D. Lewis, College Editor

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Margaret B. Savosik, Assistant to the Business Manager and Personnel and Conference Director
William G. Breining, Manager, Printing
Alphonse Zabor, Director, Physical Plant

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Eric R. Riedel, Associate Dean
Harriet Gale Croskey, Assistant to the Dean
Jane A. St. Pierre, Director of Campus Activities
Donald T. Craft, Director, Security
Virginia Coplan, Co-Director, Career Counseling and Placement
Carole Wilk, Co-Director, Career Counseling and Placement

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Anthony C. Leggett, Assistant Director
Constance A. Rajala, Assistant Director
Ellen Syburg, Assistant Director

OFFICE OF THE REGISTRAR

Ruthane I. Bopp, Registrar

LIBRARY

Arthur H. Miller, Librarian
Joann H. Lee, Joel M. Lee, Sharon Mader, Sarah M. McGowan, Anne Mirza, Assistant Librarians

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COMPUTER CENTER

David C. Cochran, Director

COUNSELING CENTER

Phylis M. Frankel, Director; Associate Professor of Psychology
Charles F. Behling, Associate Professor of Psychology
Ronald H. Forgus, Professor of Psychology
Dover Roth, M.D., Psychiatric Consultant
Ellen Sobo, Counseling Center Staff
Titia Ellis, Counseling Center Staff
Bill Ellis, Counseling Center Staff
Mary Parker, Counseling Center Staff

HEALTH

Helen Watson, R.N.

HEAD RESIDENTS, 1977-78

Cheryl Good, Blackstone Hall
Jon Pratt, Bradley Hall
Nancy Alexander, Deerpath Hall
John Hogan, Gregory Hall
Sandra Jelks, Lois Hall
Jack Culnane, McClure Hall
Debbie Brewer, Moore Hall
Lynn Jackson, Roberts Hall

PHYSICAL EDUCATION AND ATHLETICS

Stephen Antrim, Basketball and Tennis Coach
Michael E. Dau, Director; Football and Handball Coach
Charles N. Morrison, Ice Hockey Coach, Soccer Coach
Rosalee Price, Women's Field Hockey and Basketball Coach
Christina Lee Smith, Women's Volleyball and Tennis Coach
Ramsey Van Horn, Swimming Coach
Nicholas J. Wasylik, Assistant Football and Assistant Hockey Coach
Dennis Yanta, Baseball Coach and Assistant Football Coach

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OFFICERS:

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Wesley M. Dixon, Jr., Vice Chairman
Francis C. Farwell II, Secretary

CHARTER TRUSTEES:

Class of 1978

Wesley M. Dixon, Jr. (1966), Vice Chairman, G. D. Searle & Company
Stanley M. Freehling (1972), Partner, Freehling & Company
John H. Haugh '31 (1965-74; 1976), President, Tucson Tallow Company
Wallace D. Johnson '50 (1967), President, Howe, Barnes and Johnson
Frank S. Read (1971), Chairman, First National Bank of Lake Forest
Hugo Sonnenschein '44 (1974), Partner, Martin, Craig, Chester and Sonnenschein

Class of 1979

Earl J. Barnes (1973), Assistant Secretary, Jewel Companies, Inc.
John C. Carter '43 (1971), Secretary, Inland Steel Company
Richard D. Challener (1975), Chairman, Department of History, Princeton University
Mrs. H. Ernest Lafontant (1969-73; 1975), Partner, Stradford, Lafontant, Fisher & Malkin
Charles A. Meyer (1974), Vice President — Corporate Planning, Sears, Roebuck & Company
Frank L. Spreyer '35 (1961-69; 1970); Executive Vice President (ret.), Jewel Food Stores

Class of 1980

Mrs. Henry Bartholomay '70 (1976), Winnetka, Illinois
James R. Donnelley (1974), Vice President, R. R. Donnelley & Sons Company
Arthur G. Hailand, Jr. (1968), Chairman, Butler Aviation International, Inc.
John E. McGovern, Jr. (1972), Partner, Wilson and McIlvaine
William F. Souders '52 (1965), Executive Vice President, Xerox Corporation

Class of 1981

Francis C. Farwell II (1958), Partner, William Blair & Company
James P. Gorter (1971), Partner, Goldman, Sachs & Company
Mrs. Marc Hollender '42 (1977), Nashville, Tennessee
Paul S. Horovitz '66 (1977), Horovitz & Horovitz
Mrs. Richard W. Simmons (1973), Lake Bluff, Illinois
James D. Vail (1977), Manager, Employee Services, American Hospital Supply Corporation

EX OFFICIO:

Eugene Hotchkiss III (1970), President, Lake Forest College
Maurice F. Dunne, Jr. (1975), President and Dean of the Advanced Management Institute
Mrs. Wesley M. Dixon (1976), Chairman, Lake Forest College Women's Board

NATIONAL TRUSTEES:

Class of 1978

Joseph G. Hodges, Jr. '65 (1976), Davis, Graham & Stubbs
Wigmore A. Pierson '63 (1970), President, Pierson Associates, Inc.

Class of 1979

Theodore J. Broecker '51 (1976), President, Stewart Sandwiches, Inc.
Mrs. Joseph Lindner, Jr., M.D. '50 (1975), Professor of Medicine, University of Cincinnati, College of Medicine

Class of 1980

Mrs. Peter E. Guernsey '71 (1976), Mt. Kisco, New York
Howard H. Percy '46 (1973), Partner, Midwest Securities Company
William L. Powell '51 (1976), President, William L. Powell and Company

Class of 1981

Clark W. Fetridge '69 (1977), Senior Vice President, Dartnell Corporation
Daniel A. Gescheidle '57 (1977), President, Morton Salt Company and Morton Quality Products

LIFE TRUSTEES

Miss Lilace Reid Barnes (1944-61), Lake Forest, Illinois
George R. Beach (1955-1974), Midwest Regional Manager (ret.), E. I. DuPont de Nemours & Company
Francis Beidler II (1933-64), President, Santee River Cypress Lumber Company
Mrs. Richard Bentley (1950-62), Lake Forest, Illinois
Gardner Brown (1965-1975), Consultant, White, Weld & Company, Incorporated
John L. Clarkson (1939-1961), Vice President, (ret.), Alexander & Alexander, Incorporated
Mrs. James H. Douglas, Jr. (1967-1969), Lake Forest, Illinois
James R. Getz (1962-1976), Real Estate Management, Lake Forest, Illinois
Kenneth F. Montgomery (1964-71), Consultant, Wilson and McIlvaine
Mrs. William R. Odell (1950-1967), Charlottesville, Virginia
Eric Oldberg (1964-1971), President, Chicago Board of Health
Philip L. Speidel '19 (1951-1968), President (ret.), First National Bank of Lake Forest
Carroll H. Sudler (1954-1964), Sudler & Company
Ernest H. Volwiler (1950-1966), President (ret.), Abbott Laboratories
Harold B. Walker (1956-1970), Pastor (ret.), First Presbyterian Church of Evanston
Harris E. Wilder (1933-1968), Vice President, The Illinois Company Incorporated
J. Howard Wood '22 (1944-1967), Director, The Tribune Company

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Dates in parenthesis indicate date of appointment; for Life Trustees, dates indicete term as Charter Trustee

THE FACULTY

Eugene Hotchkiss (1970) A.B., Dartmouth College; Ph.D., Cornell University
President of the College

Martha Lydia Biggs (1937-1972), B.A., Lake Forest College; M.S., University of Illinois
Librarian, Emerita

John Clifford Converse (1949-1975), B.S., M.A., Kent State University
Assistant Professor of Dramatic Art, Emeritus

Esther DeMerritt (1959), Grinnell College
Associate Director of Admissions, Emerita

Marvin C. Dilkey (1955-1976), B.A., DePauw University; Ph.D., Cornell University
Professor of German, Emeritus

Richard Watson Hantke (1942-1973), Ph.B., Ph.M., Ph.D., University of Wisconsin
Professor of History, Emeritus

Harald Christen Jensen (1942-1973), B.A., Iowa State Teachers College; M.S., State University of Iowa; Ph.D., Northwestern University
Beidler Professor of Physics, Emeritus

Elizabeth Teter Lunn (1930-35, 1946-70), B.A., Wellesley College; M.A., Ph.D., Northwestern University
Professor of Biology, Emerita

Herbert A. Nicholaua (1942-1974), B.A., Lawrence College; Ph.M., Ph.D., University of Wisconsin
Professor of Economics, Emeritus

Edward Oscar North (1941-1963), B.S., Beloit College; M.S., Ph.D., University of Illinois
Professor of Chemistry, Emeritus

Walter W. Pese (1946-1974), Abiturium Goerlitz; M.A., Ph.D., New School for Social Research
Professor of History, Emeritus

Edwin Clark Reichert (1946-1974), B.A., University of Wisconsin; M.A., Ph.D., University of Minnesota
Professor of Education, Emeritus

Bertha L. Reynolds (1946-71), B.S., Mississippi State Teachers College; M.S.C., University of Denver
Assistant Professor of Economics, Emerita

Ruth Baker Sharvy (1967-1975), B.A., University of Wisconsin
Assistant Librarian, Emerita

Arthur W. M. Voss (1941-42, 1946-1976), B.A., M.A., University of Kansas; Ph.D., Yale University
Professor of English, Emeritus

Ronald Boal Williams (1923-1967), B.A., M.A., Ph.D., State University of Iowa
Professor of Spanish, Emeritus

Stephen R. Antrim (1975), B.S., M.B.A., Pepperdine University
Physical Educator and Coach

Robert A. Baade (1973), B.A., University of Wisconsin (Whitewater); M.A., Ph.D., University of Wisconsin (Madison)
Assistant Professor of Economics

Donald E. Bartlett (1958), B.A., William Penn College; M.A., Haverford College; B.D., McCormick Theological Seminary; Ph.D., Yale University
Professor of Religion on the William Bross Fund

Charles F. Behling (1968), B.A., M.A., University of South Carolina; M.A., Ph.D., Vanderbilt University
Associate Professor of Psychology and Staff Member, Counseling Center

Gregory Bell (1976), B.A., University of Utah; M.A., Ph.D., University of Michigan
Assistant Professor of Mathematics

Kenneth C. Bennett, Jr. (1961), B.A., University of Wisconsin; M.A., University of Illinois; Ph.D., Indiana University
Associate Professor of English

Sherrel Kay Bergmann (1976), B.A., Central Michigan University; M.A., Ph.D., Kent State University
Assistant Professor of Education

Ruthane I. Bopp (1960), B.A., Lake Forest College; M.A., Northwestern University
Registrar and Instructor in Mathematics

Ann D. Bowen (1952), Mus.B., Oberlin College; M.A., Columbia University; Mus.D., Northwestern University
Professor of Music

Douglas L. Brown (1976), B.A., Bellarmine College; Ph.D., Stanford University
Assistant Professor of Biology

David M. Byers (1975), B.A., College of Wooster; M.A., Columbia University; M. Div., Union Theological Seminary
Dean of Student Affairs

Warren Robert Carlin (1972), B.A., St. Bonaventure University; M.A., Laval University; Ph.D., Northwestern University
Assistant Professor of French

Joseph H. Carens (1975), A.B., College of the Holy Cross; M. Phil. (Religious Studies), M. Phil. (Political Sciences), Yale University
Instructor of Politics

David S. Cochran (1970), B.A., M.Sc., Dublin University (Ireland); M.A., Ph.D., Dartmouth College
Director of the Computer Center and
Assistant Professor of Mathematics

Dan P. Cole (1965), A.B., Columbia University; B.D., Union Theological Seminary; Ph.D., Drew University
Associate Professor of Religion

Jonell Comerford (1977), B.S., Ohio State University; M.S., Ph.D., University of Illinois
Assistant Professor of Mathematics

John W. Coutts (1955), B.Sc., M.Sc., University of Manitoba; Ph.D., Purdue University
Professor of Chemistry

Rosemary E. Cowler (1955), B.A., New Jersey College for Women; M.A., Indiana University; Ph.D., Yale University
Professor of English

Michael Benet Croydon (1968), Associate, Royal College of Art (London)
Associate Professor of Art

Michael Edward Dau (1966); B.A., Lake Forest College
Director of Athletics; Physical Educator and Coach

Michael B. Davis (1974), B.A., Michigan State University; M.A., Ph.D., Princeton University
Assistant Professor of Physics

Bailey I. Donnally (1961), B.S., M.S., Auburn University; Ph.D., University of Minnesota
Acting Dean of the Faculty and Professor of Physics

W. Clarke Douglas (1974), B.S., B.A., University of Cincinnati; M.A., Ph.D., University of Wisconsin
Assistant Professor of History

‡**Linda Curtis** (1974-75; 1977), B.S., Wisconsin State College; M.S., University of Wisconsin
Lecturer in Biology

Michael H. Ebner (1974), B.A., University of Toledo; M.A., Ph.D., University of Virginia
Assistant Professor of History

Arlene Eskilson (1972), B.A., M.A., Roosevelt University; Ph.D., University of Illinois (Chicago Circle)
Assistant Professor of Sociology and Anthropology

Roger J. Faber (1965), B.S., Calvin College; Ph.D., Michigan State University
Professor of Physics

Gregory Allan Finnegan (1973), B.A., Raymond College of the University of the Pacific; Ph.D., Brandeis University
Assistant Professor of Sociology and Anthropology

Paul B. Fischer (1971), B.A., M.A., City College of New York; Ph.D., University of Massachusetts
Director, Local and Regional Studies and Associate Professor of Politics

‡**Kristina Follrath** (1977), A.B., Washington University; M.A., New York University
Lecturer in Music

Ronald H. Forgus (1958), B.Sc., M.Sc., McGill University; Ph.D., Cornell University
Professor of Psychology and Staff Member, Counseling Center

Phylis M. Frankel (1968), B.S., M.A., Ph.D., Northwestern University
Associate Professor of Psychology; Director and Staff Member, Counciling Center

Jonathan Fuller Galloway (1966), B.A., Swarthmore College; Ph.D., Columbia University
Associate Professor of Politics

Jean-Luc Garneau (1964), B.A., Seminaire De Quebec; Certificates en Latin, Francais, et Linguistique, Universite Laval, Quebec; M.A., University of Illinois (Chicago Circle), License es lettres libre, 1974, Universite Laval
Assistant Professor of French

†**Frederic A. Giere** (1962), B.A., Luther College; M.S., Syracuse University; Ph.D., University of New Mexico
Professor of Biology

Robert Bruce Glassman (1969), B.A., Columbia College; Ph.D., University of Pennsylvania
Associate Professor of Psychology

Robert Morse Greenfield (1967), B.A., Occidental College; M.A., Ph.D., Columbia University
Associate Professor of English

Douglas R. Greig (1977), B.S., University of California (Berkeley); Ph.D., Northwestern University
Assistant Professor of Chemistry

Gertrude E. Grisham (1976), Absolutorium, University of Vienna; M.A., Ph.D., Northwestern University
Assistant Professor of German

Ronald P. Grossman (1967), B.A., Ph.D., The University of Chicago
Associate Professor of History

Barbara Guenther (1975), A.A., Port Huron College; B.S., Nazareth College; M.A., The University of Michigan; Ph.D., The University of Wisconsin — Madison
Assistant Professor of English
Composition Advisor

Francis B. Gummere, Jr. (1968), A.B., Trinity College (Connecticut); M.Ed., St. Lawrence University
Director of Admissions

Rosemary D. Hale (1946), A.B., Mount Holyoke College; M.A., American University
Professor of Economics

Forest W. Hansen (1963), A.B., Harvard College; M.A., University of Wisconsin; Ph.D., Johns Hopkins University
Professor of Philosophy

Ronald R. Helgens (1976), B.B.A., Ph.D., University of Iowa
Assistant Professor of Economics

†††**Ann Louise Hentz** (1956), B.A., University of Rochester; M.A., Ph.D., Ohio State University
Associate Professor of English

H. Murray Herlihy (1957), B.A., University of Alberta; M.A., Ph.D., The University of Chicago
Professor of Economics on the Ernest A. Johnson Fund

Lynne Houck (1977), A.B., M.A., University of California — Berkeley
Instructor of Biology

*__Keith M. Howe__ (1974), B.S., Mankato State College; M.A., Ph.D., University of Nebraska
Assistant Professor of Economics

‡**Robert E. Huhn** (1959), B.A., University of Akron; Mus.B., Oberlin College; Sac.Mus.M., Union Theological Seminary
College Organist

Tung Hon Jeong (1963), B.A., Yale College; Ph.D., University of Minnesota
Professor of Physics

Kenneth Kipnis (1976), B.A., Reed College; M.A., University of Chicago; Ph.D., Brandeis University
Assistant Professor of Philosophy

Frank E. Kirby (1963), B.A., Colorado College; Ph.D., Yale University
Associate Professor of Music

Vincent Raymond Kling (1973), B.A., LaSalle College; M.A., University of Pennsylvania
Instructor in German

Laura K. Klingbeil (1965), B.S., University of Detroit; M.S., Michigan State University
Instructor in Chemistry

**__David L. Krantz__ (1963), B.A., Brooklyn College; M.S., Ph.D., Northwestern University
Professor of Psychology

Joann Harrington Lee (1950-51, 1960), B.A., University of Missouri; M.A. in L.S., University of Michigan
Assistant Librarian

Anthony C. Leggett (1977), B.A., Lake Forest College
Assistant Director of Admissions

Joel M. Lee (1972), B.A., Oberlin College; M.A. in L.S., University of Chicago
Assistant Librarian

Daniel L. LeMahieu (1974), A.B., Lawrence University; A.M., Ph.D., Harvard University
Assistant Professor of History

Abba Lessing (1965), B.A., Wesleyan University; M.A., Ph.D., Tulane University
Associate Professor of Philosophy

Lu Sun Liu (1977), B.S., National Taiwan University, Taiwan; M.S., Ph.D., University of Chicago
Assistant Professor of Physics

‡**Marjorie Loory** (1976), B.A., Cornell University; M.A., George Washington University
Lecturer in Education

Charles D. Louch (1957) B.A., The College of Wooster; M.S., Ph.D., University of Wisconsin
Professor of Biology and Secretary of the Faculty

Sharon Mader (1977), B.A., Oberlin College; M.A., Rosary College
Assistant Librarian

Charles J. Maland (1976), B.A., Augsburg College; M.A., Ph.D., University of Michigan
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William B. Martin (1961), B.S., Franklin and Marshall College; Ph.D., Northwestern University
Professor of Chemistry

‡**Bernadette D. McBrien** (1976), B.A., Manhattanville College; M.A., University of Illinois
Lecturer in Philosophy

Sarah M. McGowan (1970), A.B., Wilmington College; M.A., University of Denver
Assistant Librarian

Laura Brimm McKeon (1975), B.A., M.A., University of Chicago
Instructor in Art History

Claire Farley Michaels (1973), B.A., Ph.D., University of Connecticut
Assistant Professor of Psychology

Arthur H. Miller, Jr. (1972), B.A., Kalamazoo College; M.A. (English), M.A. (Librarianship), The University of Chicago; Ph.D., Northwestern University
Librarian

Charles A. Miller (1974), B.A. Swarthmore College; M.P.A., Ph.D., Harvard University
Associate Professor of Politics

‡**Ronald H. Miller** (1974), S.J., B.A., M.A., Ph.L., S.T.L., St. Louis University
Lecturer in Religion

W. Gordon Milne (1951), A.B., A.M., Brown University; A.M., Ph.D., Harvard University
Professor of English

Anne Mirza (1975), B.A., University of Punjab Lahore, Pakistan; B.A., Wellesley College; M.A., University of Chicago
Assistant Librarian

Alexander F. Mitchell (1965), M.A., (First Class Honors), University of Edinburg; Diploma in Art, Edinburg College
Professor of Art History

‡**Ramona Mitchell** (1974), Staatsexamen, University of Kassel (Germany)
Lecturer in Fine Arts

Christopher C. Mojekwu (1971), L.L.B., London School of Economics; L.L.M., S.J.D., Northwestern University; of the Honorable Society of Grays Inn, London, Barrister-at-Law
Associate Professor of Politics

Carol Gayle Moodie (1966), B.A. Swarthmore College; M.A., Columbia University
Lecturer in History and Associate Director of MLS Program and Continuing Education

Thomas Moodie (1965), B.A., Park College; M.A., Ph.D., Columbia University
Associate Professor of History

Charles N. Morrison (1973), B.A., Springfield College
Physical Educator and Coach

Eugene K. Muehlbauer (1975), B.S., M.S., University of Wisconsin
Instructor in Sociology and Anthropology

Masako Murakami Osako (1973), B.A., Radcliffe College; M.A., Ph.D., Northwestern University
Assistant Professor of Sociology and Antrhopology

†**Edward W. Packel** (1971), B.A., Amherst College; Ph.D., Massachusetts Institute of Technology
Associate Professor of Mathematics

Rosalee Price (1976), B.S., Illinois State University; M.A., Western Illinois University
Physical Educator and Coach

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Assistant Director of Admissions

Eric R. Riedel (1975), B.A., Rutgers University; M.S., Indiana University
Associate Dean of Student Affairs

‡**Stephanie Riger** (1973), B.A., M.A., Ph.D., University of Michigan
Assistant Professor of Psychology

Kathryn Dohrmann Rindskopf (1975), B.S., M.S., Ph.D., Iowa State University
Assistant Professor of Psychology

‡**Steven J. Rosswurm** (1977), B.A., University of Michigan; M.A., Northern Illinois University
Lecturer in History

Richard R. Runge (1963), B.S., M.S., Ph.D., University of Illinois
Associate Professor of Biology

Franz Schulze (1952), Ph.B., The University of Chicago; B.F.A., M.F.A., School of the Art Institute of Chicago
Betty Jane Schultz Hollender Professor of Art

Ralph L. Shively (1965), B.S., M.A., Ph.D., University of Michigan
Professor of Mathematics

‡**Florence Singer** (1975), B.A., Barat College
Lecturer in Education

***Charles S. Smith** (1962), B.A., Western Kentucky State College; M.A., State University of Iowa; Ph.D., Indiana University
Associate Professor of Mathematics

Christina Lee Smith (1976), B.A., Central State College; M.A., University of Northern Colorado
Physical Educator and Coach

W. Rand Smith (1977), A.B., University of North Carolina; M.A., Ph.D., University of Michigan
Assistant Professor of Politics

Francisco Sosa (1974), B.S., Massachusetts Institute of Technology; M.A., University of Nebraska; M.A., Ph.D., Yale University
Assistant Professor of Spanish

George L. Speros (1963), B.S., Edinboro State College; M.A., Middlebury College; Ph.D., University of Madrid
Associate Professor of Spanish

‡**Jane P. Staw** (1976), B.A., Pembroke College; M.A., Ph.D., University of Michigan
Lecturer in French

Mary Swander (1976), B.A., M.F.A., University of Iowa
Assistant Professor of English

Ellen Syburg (1976), B.A., Notre Dame University
Assistant Director of Admissions

†**M. Leroy Thompson** (1962), B.A., Concordia College; Ph.D., Indiana University
Associate Professor of Chemistry

Thomas J. Ticknor (1973), B.A., Kalamazoo College; M.A., University of Michigan
Instructor in History

Robert James Troyer (1968), B.S., Ball State University; M.A., Ph.D., Indiana University
Professor of Mathematics

‡**Russ Tutterow** (1975), B.A., Ball State University; M.A., Northwestern University
Lecturer in Drama and Director of Theatre

Leo F. Van Hoey (1972), B.S., College Pitzemburg (Belgium); M.A., Universite de Neuchatel (Switzerland); Ph.D., Northwestern University
Professor of Sociology and Anthropology

Ramsey Van Horn (1975), B.S., Western Illinois University
Physical Educator and Coach

Duong Van Vu (1977), B.B.A., Ohio University; M.B.A., University of Chicago
Instructor in Economics

Nicholas J. Wasylik (1958), B.S., Ohio State University; M.A., Columbia University
Physical Educator and Coach

James O. Watson (1972), B.A., University of Washington; M.S., Purdue University
Instructor in Economics

Kenneth L. Weik (1967), B.S., Northern Illinois University; M.S., Ph.D., Southern Illinois University
Associate Professor of Biology

E. Gordon Whatley (1972), B.A., Oxford University; A.M., Ph.D., Harvard University
Assistant Professor of English and Assistant Dean of the Faculty

Linda Williams (1977), B.A., Rice University; M.A., The University of Chicago
Assistant Professor of Politics

Dennis Yanta (1973), B.A., Northwestern University
Physical Educator and Coach, Director of Intramural Sports

Arthur Zilversmit (1966), B.A., Cornell University; M.A., Harvard University; Ph.D., University of California (Berkeley)
Professor of History, and Director of the MLS Program and Continuing Education

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Dates in parenthesis indicate year of original appointment to the faculty and length of service
‡Part-time teaching, 1977-78
†Sabbatical leave of absence, 1977-78
††Sabbatical leave of absence, Fall term, 1977
†††Sabbatical leave of absence, Spring term, 1978
*Leave of absence, 1977-78
**Leave of absence, Fall term, 1977
***Leave of absence, Winter term, 1978
****Leave of absence, Winter and Spring terms, 1978

THE ALUMNI ASSOCIATION

Through a network of Regional Councils under the governance of a national Board of Governors, the alumni keep aware of and active in the ongoing life of the College. The Office of Alumni Affairs is responsible for coordinating and promoting the various programs put forward by the Association and functions as the liaison between the Regional Councils and the College.

Among the many alumni volunteer activities is the Alumni Admissions Representative Program. Through it, alumni representatives assist the Admissions Office in identifying potential candidates for admission. The representatives also are frequently called upon to follow-up in their areas on students who are in various stages of the admissions process. Informal receptions for newly-admitted students and their parents, attended by the director of admissions and members of the faculty, are hosted each spring by the alumni. Other activities include: assisting the placement office in finding jobs for graduating seniors or summer employment for currently enrolled students; supporting the academic-professional internship (work-study) program by making positions available to students; representing the College at appropriate civic and academic functions; assisting in the identification of fund raising potential among foundations, friends, and alumni; and helping to develop regional programs of local interest.

Locally, the Office of Alumni Affairs participates in activities designed to bring the college community and the greater Chicago area into closer contact by presenting student-faculty programs on campus and off, and by coordinating arrangements for the annual Homecoming celebration. The Office also maintains files of current addresses and biographical data on all former students.

The major College publication which provides a continuing relationship with the alumni is SPECTRUM, a tabloid published six times annually.

Alumni Board of Governors

President: J. David Brock '66
Executive Vice President: Robert G. Bullard '68
Vice President for Alumni Activities: Martha Recht Virden '70
Vice President for Alumni Athletics: Elmer J. Maiman '39
Vice President for Regional Councils: Hubert S. Bowles '63
Vice President #1 for Special Projects: Dianne Jefferson FitzSimons '62
Vice President #2 for Special Projects: Edward I. Farley, Jr. '72
Secretary: Cynthia N. Gillispie '63, Director of Alumni Affairs

THE ADVANCED MANAGEMENT INSTITUTE (AMI)

The Advanced Management Institute (AMI), located on the College campus, offers management development programs for middle- and upper-management personnel in cooperation with more than 50 companies in the Chicago metropolitan area. The Institute confers both a certificate of management and a master of science in management degree, and holds special topic seminars under its continuing education program.

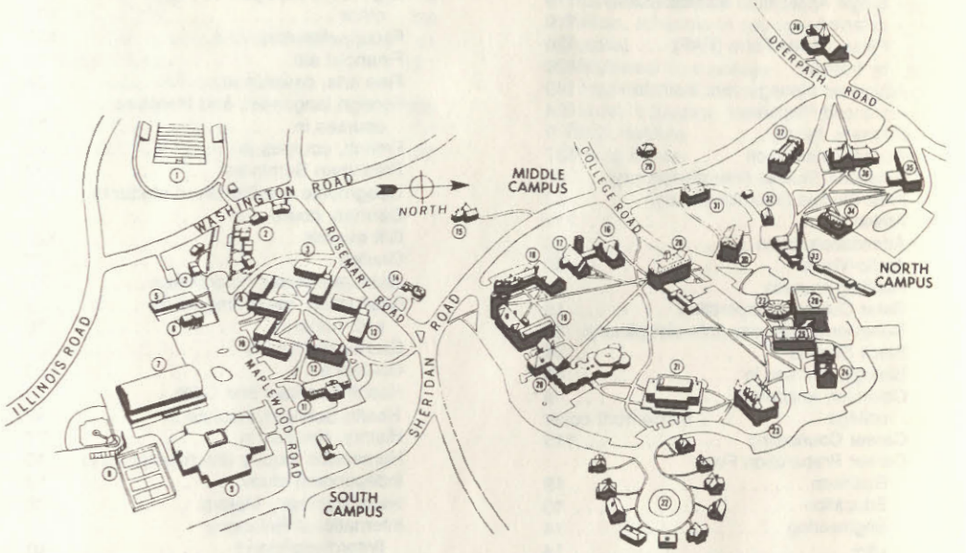
Lake Forest College and the Advanced Management Institute have shared facilities since the AMI was originally founded as the Industrial Management Institute in 1946. Each is independently governed; both cooperate in many ways. For the Advanced Management Institute, the College offers a physical and academic environment of a nationally known collegiate institute. For Lake Forest College, the AMI provides academic opportunities for its community and brings to the campus a number of students and the attention of industries, all concerned with quality education.

Geographic Distribution* of Students 1976-77 (September, 1976)

Alaska	1	Missouri	14	Virgin Islands	1
Arizona	5	Nebraska	1		1065
Arkansas	1	New Hampshire	6	Cameroon	1
California	12	New Jersey	42	Canada	3
Colorado	19	New York	90	England	1
Connecticut	55	Ohio	27	Germany	2
District of Columbia	3	Oklahoma	4	Hong Kong	2
Florida	15	Oregon	1	Iran	1
Georgia	2	Pennsylvania	34	Italy	1
Hawaii	1	Rhode Island	1	Japan	2
Illinois	500	South Carolina	1	Libya	1
Indiana	10	South Dakota	1	Mexico	1
Iowa	6	Tennessee	31	Nigeria	2
Kansas	2	Texas	5	Saudi Arabia	2
Kentucky	2	Vermont	1		19
Lousiana	2	Virginia	5	TOTAL	1084
Maine	2	Washington	2		
Maryland	17	West Virginia	1	Total States	40
Massachusetts	90	Wisconsin	15	Total Foreign Countries Represented	12
Michigan	16		1064		
Minnesota	20				
Mississippi	1				

*Geographic distribution compiled from student home address, regardless of student citizenship.

Campus Map



LEGEND

1. Farwell Field
2. Faculty
3. Gregory Hall
4. McClure Hall
5. Music Building
6. Advanced Management Institute
7. Alumni Memorial Field House, Ice Rink
8. Tennis Courts
9. Sports — Health Center
10. Roberts Hall
11. Hixon Hall
12. Moore Hall
13. Nollen Hall
14. President's House
15. Livingston House
16. Reid Hall
17. Holt Chapel
18. Blackstone Hall
19. Harlan Hall
20. Durand Commons
21. Donnelley Library
22. Faculty Circle
23. North Gym
24. Carnegie Hall
25. McCormick Auditorium
26. Johnson Science Center
27. Freeman Science Library
28. College Hall
29. Holt House
30. North Hall
31. Patterson Lodge (Admissions)
32. Ravine Lodge
33. Physical Plant
34. Bradley Lodge
35. Deerpath Hall
36. Durand Institute
37. Lois Durand Hall
38. Presbyterian Church

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ADDITIONAL INFORMATION
about Lake Forest College is available by writing to the

DIRECTOR OF ADMISSIONS

. . . for admission forms, publications about the College, and materials outlining special academic programs on campus and off

DIRECTOR OF FINANCIAL AID

. . . for further details on requirements for and availability of financial aid

REGISTRAR

. . . for specifics on transcripts, registration, and transfers of credit

DEAN OF STUDENT AFFAIRS

. . . for particulars on housing arrangements and on extra-curricular student activities.

SHOULD YOU BE VISITING LAKE FOREST COLLEGE

. . . the campus is located in the North Shore community of Lake Forest, just 32 miles north of Chicago via Edens Expressway and U.S. 41. The College Admissions Office is found on Middle Campus, corner Sheridan and College Rds., and is open for interviews and campus tours Monday through Friday, 9 a.m. to 4:30 p.m. the calendar year, Saturdays, 9 to 11:30 a.m. the academic year.

It is suggested that appointments for interviews and tours be made in advance of your visit to the Lake Forest College campus.
Telephone (312) 234-3100.

Lake Forest College does not discriminate against persons because of race, color, sex, religion or national or ethnic origin in its educational programs and activities including employment.